

President's Message

Welcome to The Citadel's College of Graduate and Professional Studies. For the past forty years The Citadel has provided the South Carolina Low Country with educational opportunities for adults that reflect the tradition of academic excellence and service for which

The Citadel is known worldwide. Over the intervening years since 1966, The Citadel's College of Graduate and Professional Studies has grown to be nationally ranked among top public universities in the South offering up to a master's degree. We offer twenty-one degrees, including the Education Specialist Degree, and a diverse arrary of adult educational experiences that will make a difference in your future and to society. This is a unique time in your life. It is a time for you to explore and experience your chosen field with highly qualified professors as scholars and mentors who along with your classmates will expand and enhance your learning. It is also time for personal reflection and



transition. We eagerly join you in a life changing experience—higher education at The Citadel's College of Graduate and Professional Studies. Best wishes on a journey well chosen!

Brigadier General Roger C. Poole, USA (RET) Interim President

Purpose of the CGPS Catalog

This catalog should not be construed as the basis of a contract between a student and The Citadel. Every effort is made to provide information in the catalog that is accurate at the time the catalog is prepared. However, information on regulations, policies, fees, curricula, courses, and other matters is subject to change at any time during the period for which the catalog is in effect.

Each program of study shall be governed by the requirements in effect on the date of enrollment. If a student withdraws from the college or fails to maintain enrollment for one year and subsequently returns, the requirements in effect at the time of return will prevail.

Student Responsibility

The College and departments establish certain academic requirements that must be met before a degree is granted. Advisors, department heads, and deans are available to help the student understand and arrange to meet these requirements, but the student is responsible for fulfilling them. If, at the end of a student's course of study, the requirements for graduation have not been satisfired, the degree will not be granted. For this reason, it is important for each student to be acquainted with all academic requirements throughout the college career and to be responsible for completing all such requirements within the prescribed deadlines and time limits.

Board of Visitors

The Citadel Board of Visitors is composed of eleven graduates of the college; seven elected by joint vote of the SC General Assembly, three elected by alumni (Citadel Alumni Association) and one appointed by the Governor. All members serve six-year terms, with the governor's appointee term coinciding with the Governor's term.

All elected terms begin on the first day of July and end on the last day of June, provided, however, that each incumbent shall be entitled to hold office until his/her successor is duly elected.

The Board of Visitors elects the Chairman and Vice Chairman for one four-year term. The Board of Visitors may elect a Secretary who is not a member of the board and term of office will coincide with that of the Chairman, and the Secretary may be re-elected without limitation

Colonel William E. Jenkinson III, '68, Chairman Major General Arthur H. Baiden, III, '62 Vice Chairman

Colonel Harvey M. Dick, '53

Colonel Douglas A. Snyder '82

Colonel William Henry Johnson, Jr., '75

Colonel Allison Dean Love, CGPS '93

Colonel Glenn D. Addison, '79

Colonel John R. Douglas, '92

Colonel Henry B. Limehouse, Jr., '60

Colonel William G. Kastner, '74

Colonel Claude W. Burns III, '80

Colonel James E. Jones, Jr., '58, Member Emeritus

Colonel Leonard C. Fulghum, '51, Member Emeritus

The Honorable Mark Sanford, Governor, Ex-Officio

Major General Stanhope Spears, Adjutant General, Ex-Officio

The Honorable Inez M. Tenenbaum, State Superintendent of Education, Ex-Officio



Senior Administrative Staff

Brigadier General Roger C. Poole, USA, Retired, Interim President Major General James A. Grimsley, Jr., USA,

Retired President Emeritus

Brigadier General Donald A. Steven, Provost and Dean of the College

Major General George F. Meenaghan, Dean Emeritus

Colonel Gregory A. Stone, USA, Retired, Commandant of Cadets Colonel Curtis E. Holland, USA, Retired, Vice President for Finance and Business Affairs

Colonel Donald M. Tomasik, USA, Retired, Vice President for Facilities and Administration

Mrs. Patricia P. McArver, Vice President for Communications

Mr. Leslie G. Robinson, Director of Athletics

Colonel Isaac S. Metts, Jr., Associate Provost and Interim Dean of School of Mathematics and Science

Dr. Raymond S. Jones, Associate Dean of the College of Graduate & Professional Studies

Dr. Earl Walker, Dean of Business Administration

Dr. Tony Johnson, Dean of Education

Dr. Dennis Fallon, Dean of Engineering

Dr. Alfred J Finch, Jr., Dean of Humanities and Social Sciences **Colonel Charles B. Reger**, USAF, Retired, Executive Assistant to the President

Colonel Joseph W. Trez, USA, Retired, Special Assistant to the President

College of Graduate & Professional Studies: 843.953.5089

Telephone Numbers

Dr. Raymond S. Jones, Acting Associate Dean, 953-5189 Mrs. Deonn Baker, Marketing & Recruiting, 953-4805 Student Services, 953-3901

Mrs. Marcia Bonica, Admission & Recruiting, 953-5188 Mrs. Elizabeth Merchant, Admission & Recruiting Assistant, 953-7035

Mrs. Donna Parrish, Professional Development, 953-6808

School Telephone Numbers

School of Business: 953-5056 School of Education: 953-5097 School of Engineering: 953-6588

School of Humanities & Social Science: 953-7477 School of Mathematics & Science: 953-5155

Dean & Department Head Telephone Numbers

Biology Dr. P. M. Rosenblum, 953-7928

Business Administration Dr. W. E. Walker, Dean, 953-5056

Chemistry Dr. J. R. Blanton, 953-5041

Civil & Environmental Engineering Dr. K. P. Brannan, 953-5083

Education Dr. T. Johnson, Dean, 953-5097

Electrical Engineering Dr. J. W. Peeples, 953-5057

English Dr. J. S. Leonard, 953-5068

Health, Exercise & Sport Science Dr. J. S. Carter, 953-5060

History Dr. W. H. Moore, Jr., 953-5073

Mathematics and Computer Science Dr. J. I. Moore, Jr., 953-5048

Modern Languages Dr. A. E. Gurganus, 953-5065

Physics Dr. P. J. Rembiesa, 953-5122

Political Science Dr. Gardel Fuertado, 953-5072

Psychology Dr. S. A. Nida, 953-5320

Frequently Called Numbers

Alumni Affairs / Career Services, 953-7696 Cadet Store (Bookstore): 953-5166

Counseling Center: 953-6799

Financial Aid / Scholarships: 953-5187

Gift Shop Enterprises: 953-5110

MAT Information and Registration: 953-2030 Registrar/Records (Transcript): 953-6969

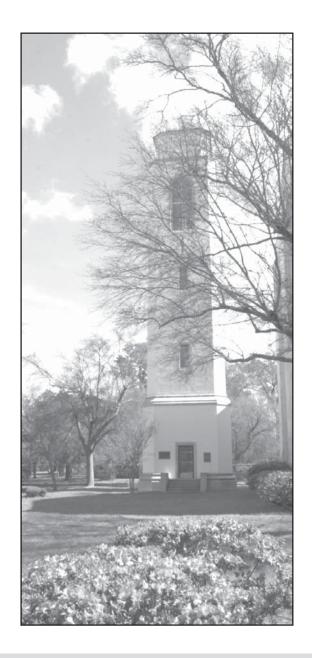


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April 5

 13^{th} Fall Registration Begins for Returning Students

13th Summer Registration for All Students 20th Fall Registration for All Students 24th Spring Break Begins After Last Class

Accreditation

The Citadel, The Military College of South Carolina, was established in 1842. In 1966 the coeducational undergraduate Evening College was founded. In 1968, as part of its mission to serve the State and more particularly the Lowcountry, The Citadel initiated graduate degree programs. In 1994 the Board of Visitors approved The Citadel's College of Graduate and Professional Studies. Programs under this college are offered in the late afternoon, evening, and summer and are open to all qualified students regardless of sex, race, age or ethnic origin.

The Citadel is accredited by The Commission on Colleges of the Southern Association of Colleges and Schools, the recognized regional accrediting body in the eleven U.S. Southern States (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia) and in the Latin America for those institutions of higher education that award associate, baccalaureate, master's or doctoral degrees. Information on the status of The Citadel's accreditation may be obtained from the Commission on Colleges by calling, 404.679.4500 or by writing to the SACS home office, 1866 Southern Lane, Decatur, GA 30033. The Commission on Colleges of the Southern Association of Colleges and Schools accredits The Citadel to award bachelor's, master's, and Specialist degrees. In addition, at the graduate level, the degree programs in teacher education have been accredited by the National Council for Accreditation of Teacher Education (NCATE.) All graduate programs in education have also been approved by the South Carolina Department of Education using the guidelines of the National Association of State Directors of Teacher Education and Certification as modified for use in South Carolina. The Citadel holds membership in the Association of State Colleges and Universities and the American Association of Colleges for Teacher Education. The School Counseling Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Association Assembly of Colleges and Schools of Business (AACSB) accredit the School of Business Administration. The School Psychology program is fully accredited by the National Association of School Psychologist (NASP). The Masters in Psychology Accreditation Council (MPAC) accredits the Clinical Counseling program. The Civil and Electrical Engineering programs are accredited by the Engineering Accreditation Commission Accreditation Board of Engineering and Technology (ABET), 111 Market Place, Suite 1050, Baltimore, MD 21202-4012, (410) 347-7700.

The Provost and Dean of the College is the academic officer charged with the administration and supervision of all <u>graduate</u> study. The Graduate Council, made up of the Provost, the Associate Dean of the College of Graduate and Professional Studies, the Director of the Library, and a representative of each academic department with a graduate major, establishes standards and policies and approves program modifications.

The Citadel Statement of Vision, Core Values, and Mission

Statement of Vision

Achieving excellence in the education of principled leaders.

Core Values

Academics: We produce graduates who have insight into the issues, ideas and values that are important to society and possess the skills necessary to deal with them successfully.

<u>Duty</u>: We emphasize the importance of individual accountability and the moral obligation of responsibility for the welfare of others.

Honor: We adhere to a code, which teaches that uncompromising personal integrity is the primary guide in all situations.

Morality: We believe that an individual's character is of utmost importance and, therefore, we provide training which emphasizes ethical principles and core values.

<u>Discipline</u>: We operate a leadership laboratory, which emphasizes a structured environment, acceptance of responsibility, self-confidence and service to others.

Diversity: We promote diversity in all segments of our campus community and in all aspects of college life.

Mission

Mission: The Citadel's mission is to educate and prepare graduates to become principled leaders in all walks of life by instilling the core values of The Citadel in a challenging intellectual environment.

The Citadel strives to produce graduates who have insight into issues, ideas, and values that are of importance to society. It is equally important that Citadel graduates are capable of both critical and creative thinking, have effective communication skills, can apply abstract concepts to concrete situations, and possess the methodological skills needed to gather and analyze information.

Throughout its history, The Citadel's primary purpose has been to educate undergraduates as members of the South Carolina Corps of Cadets and to prepare them for post-graduate positions of leadership through academic programs of recognized excellence supported by the best features of a structured military environment. The cadet lifestyle provides a disciplined environment that supports the growth and development of character, physical fitness, and moral and ethical principles.

A complementary purpose of The Citadel, realized through the College of Graduate and Professional Studies, is to provide the citizens of the Lowcountry and the State of South Carolina opportunities for higher education and professional development by offering a broad range of educational programs of recognized excellence at both the graduate and undergraduate levels. These programs are designed to accommodate the needs of adult students seeking traditional and demanding academic challenges.

Institutional Characteristics: The Citadel is a coeducational, comprehensive, state-assisted, four-year institution whose primary undergraduate student body consists of approximately 1,900 members of the Corps of Cadets, all of whom reside on campus. The primary service area for these students is regional, with approximately half of each freshman class coming from South Carolina. The Citadel, however, does draw undergraduate students from all parts of the United States and many foreign countries. The college offers a wide range of baccalaureate degree programs (Bachelor of Arts, Bachelor of Science, Bachelor of Science in Business Administration, Bachelor of Science in Civil Engineering, and Bachelor of Science in Electrical Engineering) in the humanities, social and natural sciences, business administration, engineering, and education. These academic programs prepare graduates of the Corps of Cadets for a variety of careers; about half of these graduates enter business and the professions, a third or more enter the military and government service, and the remainder goes directly into graduate and professional study. Many graduates choose to pursue professional or graduate degrees later in their careers

Through its undergraduate and graduate programs, the College of Graduate and Professional Studies serves a degree-seeking population of approximately 2,000. The primary service area is the South Carolina Lowcountry. The College of Graduate and Professional Studies offers three baccalaureate degree programs (Bachelor of Science in Business Administration, Bachelor of Science in Civil Engineering, and Bachelor of Science in Electrical Engineering) and six graduate degree programs (Master of Arts, Master of Science, Master of Arts in Teaching, Master of Education, Master of Business Administration, and Specialist in Education). Meeting the needs of the South Carolina Lowcountry in terms of instruction, public service, and research, including such initiatives as cooperative programs with other educational institutions, is an important part of The Citadel's mission.

Together, the Corps of Cadets and the College of Graduate and Professional Studies enroll approximately 4,000 students, about three-fourths of whom come from South Carolina.

In its educational programs, The Citadel acknowledges and endorses the teacher-scholar ideal, recognizing that the excellence of all of its academic programs is dependent upon the quality of its faculty. This ideal is pursued through teaching and lecturing, researching, writing, publishing, and public service. The Citadel's faculty also addresses audiences beyond the college by sharing their knowledge with other scholars and with the public.

General Information for CGPS, Graduate & Undergraduate Students

Programs Available

The Citadel's College of Graduate & Professional Studies offers the following degrees with certain areas of concentration:

Graduate Degrees

Master of Arts: Biology, English*, History *, Psychology: Clinical Counseling, and Social Science

Master of Arts in Teaching: Secondary Education (initial certification in Biology, English, Mathematics, Physical Education and Social Studies)

Master of Business Administration

Master of Education: Counselor Education (Elementary & Secondary School), Reading, Educational Leadership (Elementary & Secondary Administration)

Master of Science: Computer Science* and Health, Exercise, and Sport Science

Specialist in Education: Superintendency and School Psychology

*Offered jointly by The Citadel and the College of Charleston Limited coursework at the graduate level is also offered in the following fields: chemistry, modern languages, and physics.

Undergraduate Degrees

Bachelor of Science in Business Administration Bachelor of Science in Civil Engineering Bachelor of Science in Electrical Engineering

Admission Policy

In keeping with the mission of The Citadel, the College of Graduate & Professional Studies seeks to enroll mature students whose motivation and educational backgrounds demonstrate a strong potential for success in the academic program of their choice. To this end, all applicants prepare a portfolio for review by the admissions committee of the program of their choice. Particular entrance requirements are detailed in other sections of this catalog, but every applicant for a graduate degree must submit:

- Official transcripts that document a baccalaureate degree awarded by a regionally accredited college or university,
- b. Official scores on the appropriate admissions test, and
- c. An official TOEFL score if English is not the native language.
- d. Official transcripts from other colleges attended.

To be admitted to degree-seeking status, applicants for the

baccalaureate in Business Administration, Civil Engineering, and Electrical Engineering must submit transcripts showing successful completion of at least two years of successful coursework at the college level as detailed in the appropriate sections of this catalog.

Nondiscrimination Policy

The Citadel is committed to providing equal opportunities to men and women students in all campus programs, including intercollegiate athletics, in order to make The Citadel the best coeducational college in America.

This commitment requires that no discrimination shall occur in our admissions policies, academic programs or services, as well as employment practices on the basis of sex, race, color, religion or national origin. This policy is in accordance with Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 as amended. Inquiries concerning the application of Title IX and other nondiscrimination laws may be referred to The Citadel's, Affirmative Action Officer and Title IX Coordinator, 843-953-5252, Bond Hall, Room 369, 171 Moultrie Street, Charleston, South Carolina, 29409 or the Assistant Secretary of Education, Civil Rights Division, US Department of Education, Washington, DC 20201-2516.

Application for Resident Status

Any student or prospective student whose status concerning entitlement to payment of in-state tuition and fees is uncertain has the responsibility of securing a ruling from the College by providing all relevant information on special application forms. These forms can be obtained from the Office of the Registrar, Room 173, Bond Hall, and are to be completed and returned to that office at least two weeks prior to registration for any semester or summer term for which the student is attempting to qualify for payment of in-state tuition and fee rate.

General Conduct Policy for Students

Responsibility for professional conduct rests with students as adult individuals and as members of The Citadel community. Students in the College of Graduate & Professional Studies are expected to conduct themselves as responsible adults. All members of the campus community are expected to use reasonable judgment in all aspects of campus life and activity and to show due concern for the welfare and rights of others. Students are expected to adhere to all federal, state, and local laws.

The Citadel protects freedom of action and speech, so long as the exercise of this freedom is not of an inflammatory or demeaning nature and does not interfere with the operation of the College. The Citadel's Conduct Policy prohibits the possession of drugs, destruction of property, making false statements of emergency situations, physical or verbal abuse, or harassment of any sort.

Students who violate the rules and regulations of The Citadel are subject to expulsion or lesser sanctions. These rules and regulations are published in "Regulations for Non-Cadet Students for Fall and Spring Semester And All Students, Including Cadets, for Maymester or Summer School." This document is available though the College of Graduate & Professional Studies. The Provost or his designee is responsible for administering the disciplinary conduct code for students in the College of Graduate & Professional Studies unless they reside in the barracks during Maymester and summer school.

Registration

Registration is conducted by mail, through Private Access Web Services (PAWS), or in person in the College of Graduate and Professional Studies Office located on the first floor of Bond Hall, room 101. Registration is not completed until all fees are paid. Students may not attend class until they are fully registered. Completed registrations will be honored on a first-come, first-serve basis. Any changes in registration must be made prior to the third class meeting. Information concerning fees, class times, and registration calendars can be found in the "Schedule of Classes" published each academic term and on The Citadel's web page, www.citadel.edu/cgps. To obtain a copy of the schedule of classes, call the CGPS Office at 843.953.5089 or visit www.citadel.edu/cgps.

Cross-Registration

The Citadel, along with Charleston Southern University, the Medical University of South Carolina, and Trident Technical College, allow students in degree programs to cross-register for courses. Special forms are used to effect the arrangement, and these forms must be completed at the onset of the course. Ordinarily, courses taken at another institution should be one not currently being offered at the home institution. The forms may be obtained from the CGPS Office. The appropriate department head or associate dean at The Citadel must approve cross registration coure(s) before the registration process takes place. Cross-registration with the College of Charleston is handled under a different policy. All courses taken at the College of Charleston are paid in advance to the College of Charleston. Consult CGPS for further information.

THE COLLEGE OF CHARLESTON CROSS-REGISTRATION PROCESS

The consortium process at the Graduate School of the College of Charleston has been amended to a system more closely aligned with the process for visiting students (this does not apply to students in joint graduate programs). The key elements of the process are as follows:

1. CGPS students complete a special application form developed for the purpose available in the CGPS office.

- This process must be repeated for each new term of enrollment.
- 3. The application fee is waived with proof that the student is a graduate, degree-seeking student in good standing at a consortium school. This proof can be in the form of the new Cross Registration Form signed by the Associate Dean of CGPS.
- 4. The student is entered into the CofC's student information system as a non-degree, graduate student with the same cross-registration code being used now and another code indicating his or her home institution.
- 5. The student can then register through Cougar Trail for classes at the time that any non-degree, graduate student enrolls, thus giving them a better opportunity for class availability. As with other graduate students, the consortium student can also enroll in undergraduate courses. Consortium students are limited to a maximum of 12 hours of coursework at the College.
- 6. Visiting students must meet the prerequisite requirements of the host course, and must be able to provide proof of this to the instructor upon request.
- 7. The student pays College of Charleston tuition to the College for classes taken at the College.
- 8. At the end of the term, a transcript will be sent to the home school's registrar's office by the College's Registrar for either transfer or grade credit depending upon the home school requirements.
- 9. Home institution approval for taking a course(s) at the College will be an internal matter between the student and his or her school. The College will provide the instruction and will not require home institution signatures beyond what is needed for the "good standing" form.
- 10. Students will be bound by the College's drop/add and withdrawal dates, and will be responsible for attending class according to the College's academic calendar, despite the home institution's breaks and holiday schedules. Consortium students may not enroll in any independent study, tutorial, internship, or practicum courses at the College of Charleston.
- 11. Any grievance entered into by a visiting student or by a host instructor will follow the College of Charleston's processes.

Note to CGPS students: The new Cross Registration Form does not require advisor, department, or school signatures. Because CGPS students are responsible adults, CGPS has not added these approvals. However, each student is responsible for following their program of study and adhering to the policy stated above. Any questions about the advisability of registering for a consortium class must be addressed with your advisor. You alone are responsible for costs and credits incurred when taking consortium classes.

Drop/Add and Withdrawals

To drop or add a course from the schedule or to change sections within a course, a student must come to the CGPS Office and complete a "drop/add" form. The deadline for changes is listed in the calendar for each semester. Students who have PAWS accounts may drop/add on the web. Formal notice of intent to withdraw from any class is necessary in all cases. After the drop period, students who choose to withdraw must complete a withdrawal form available in the CGPS Office. The dates for dropping and withdrawing are printed in the "Schedule of Classes" and are listed in the term calendar on the Citadel web page at www.citadel.edu/cgps. Course withdrawal means a student is withdrawing from a course after the refund date has passed. A grade of "W" will appear on the student transcript. The "W" does not affect the student's grade point ratio (GPR) in any way.

To withdraw with the grade of "W," the student must complete the course withdrawal form obtained from the CGPS Office and return the form to the CGPS Office. Students who do not follow this procedure will receive a failing grade in the course(s) which they cease to attend. Ceasing to attend a course does not constitute an official withdrawal from the course. The grade of "W" will be recorded if a student withdraws on or before the deadline published in the term "Schedule of Classes." The grade of "F" will be recorded for any student withdrawing from a course after the published deadline. Students should check the current edition of "Schedule of Classes" or the calendar for the term found at www.citadel.edu/cgps for deadlines.

Audit Policy

A student may elect to audit a course for no credit. Permission to audit must be obtained from the school/department offering the course. Students cannot switch from credit to audit status, or vice versa, after two class meetings. Auditors are admitted to class on a "space available" basis. The audit fee is the same as the regular credit hour fee.

Repeating a Course

Courses may be repeated only under the following circumstances:

- 1. No courses may be repeated once a grade of "B" or higher has been earned.
- 2. If a class in which a "C" was earned is repeated, it may be repeated only one time.
- 3. If a course is repeated, the last grade of record is used to determine whether course requirements for graduation have been met.
- 4. The hours may be used only once toward graduation.
- 5. All courses, previously passed or repeated, will be figured in the student's GPR.

Course Substitution

Course substitutions in degree programs and certification plans can only be authorized by the approval of the Head of the Department, Dean of the School, or Dean of CGPS. Forms to initiate this procedure are available in the office of the College of Graduate and Professional Studies.

Class Attendance

Regular attendance is required of all students in the College of Graduate and Professional Studies. In case of absences due to sickness or other circumstances beyond their control, students should notify the professor. A student who has missed more than 20% of the scheduled meetings may, at the discretion of the professor, be awarded a grade of "F" for excessive absences, unless there are extenuating circumstances. Individual instructors may establish more stringent policies.

Transcript

A transcript is a confidential document and is released only when students make a request in writing. There is no charge for the initial transcript, but a fee is charged for all subsequent ones. Remittances for transcripts should accompany the request for the transcript and should be mailed directly to the Office of the Registrar. Official copies are not released to students but are sent to requested destinations.

Course Cancellation

It occasionally becomes necessary to cancel a course. The Citadel reserves the right to cancel any course for which there is insufficient enrollment. This cancellation may be done without notice. Students affected by a course cancellation will receive due consideration and notification. If no other satisfactory arrangements can be made, the student will receive a complete refund of all fees paid.

Class Cancellation

The decision to cancel classes offered through the College of Graduate and Professional Studies or summer school in the event of severe weather or other extenuating circumstances shall be made by the Provost and Dean of the College. Students will be informed of any such decisions through the local media (i.e., appropriate radio and television stations) or by calling The Citadel information line, 843.953.3294 or by logging onto The Citadel web page www.citadel.edu.

Fee Payment

All fees are due and payable at the time of registration. Students are permitted to register for a designated period of time each semester and have their fees billed to them. If fees are not paid by the date indicated on the bill, the student is dropped from registered classes. Checks for the amount of charges should be made payable to The Citadel. There is no deferred payment plan; however, fees may be paid with bankcards. The Citadel reserves the right at any time to adjust fees to meet the current cost of operation. Fee schedules are published in each semester's "Schedule of Classes" and are also on The Citadel's web page.

The Citadel treasurer is responsible for the collection of monies due The Citadel. All correspondence concerning fees, payments, and status of accounts should be directed to that office. If referral to a collection agency is required for overdrawn accounts, the amount referred will include the collection agency fee. Payment plans are available from an outside agency. Information is available from the treasurer's office.

written agreement concerning that property. These determinations will be made on a case-by-case basis.

Refunds

No fees are refunded after the date indicated in the current "Schedule of Classes." This date is usually at the end of the second week of classes. To obtain the appropriate refund, a student must complete the drop form available in the office of the College of Graduate and Professional Studies in Bond Hall. The Vice President for Finance and Business Affairs may authorize a refund for valid reasons after the scheduled refund date but only if a formal application is made in writing through the Associate Dean of the College of Graduate and Professional Studies. Registration fees and application fees are not refundable.

Senior Citizens

Persons over the age of 60 who meet admission requirements and are not employed full-time may register for courses on a "space available" basis with no credit hour fee charged. All other fees must be paid.

Definitions

Directed Works are defined as those specifically funded or created at the direction of the College, and which may or may not include exceptional use of College resources. They are distinguished from non-directed works, which are pedagogical, scholarly, literary, or aesthetic works resulting from non-directed effort. Exceptional Use of College Resources is defined as the provision of resources or support by the College for the creation of a work that is of a degree or nature not routinely made available to College employees. Sabbatical leaves, faculty research grants, and faculty development grants awarded by the College upon the recommendation of the Research, Faculty Development, or Sabbaticals Committees, although competitive, are routinely available to the faculty and are therefore deemed non-exceptional unless specifically designated otherwise by agreement between the originator and the Provost.

Policy

Ownership of intellectual property will reside with the originator, whether a member of the faculty, a member of the staff, or a student, unless: (a) the property is created at the specific direction of the College; or (b) the originator has made exceptional use of College resources in creating it.

At the time when the work is directed by the College or at the time when the College makes exceptional resources available to the originator of intellectual property, the Provost and the originator will together determine ownership and will negotiate a

Academic Policy

General Academic Policies

Any exception to policies in this College, purported to have been made verbally to a student by an official of the college, are null and void unless documented with a signed statement from the college official to make the exception.

This catalog is not an unchangeable contract but an announcement of the current policies. Implicit in each student's matriculation at The Citadel is an unwritten agreement to comply with the institution's rules and regulations, which The Citadel may modify to ensure that the quality of its academic programs. When graduation requirements are changed, students will be informed in writing. Every effort will be made to insure that the new requirements can be met by the student's original expected graduation date.

Intellectual Property Policy Preamble

The Citadel has among its primary purposes teaching, research, and the expansion and dissemination of knowledge. Products of these endeavors include the development and use of intellectual property. It is the policy of the College that its faculty, staff, and students carry out their scholarly work in an open and free atmosphere that encourages publication and creation of such works without constraint but consistent with applicable laws and College policy. This policy will be in accord with the guidelines and criteria published in The American Association of University Professors' "Statement of Copyright" (*Policy Documents and Reports.* Ninth Edition, 2001, or subsequent editions).

Catalog of Record

The catalog bearing the number of the academic year in which the student enters The Citadel will be their catalog of record for matters of academic policy.

Academic Integrity Policy and Procedures

The following academic integrity policy is in effect for non-cadet students for fall and spring semester and all students including cadets in Maymester and summer school.

Absolute integrity is expected of every Citadel student in all academic undertakings. Academic integrity is grounded on the concept of honesty with respect to the intellectual efforts of oneself and others. A student's submission of work for academic credit indicates that the work is the student's own. Students are responsible for knowing what constitutes violations of the Academic Integrity Policy. Examples of violations of the Academic Integrity policy include, but are not limited to the following:

- Plagiarizing or representing the words, ideas, or information of another person as one's own without documentation;
- Giving or receiving prior to an examination any unauthorized information concerning the content of that examination;
- Using, without authorization of the instructor, notes, books,

prompts, or other materials, or receiving verbal or electronic assistance to aid in answering questions on an examination;

- Giving or receiving substantive aid during the course of an examination:
- Asking or permitting another person to take a test or engage in other academic work; or taking a test or engaging in academic work for another, whether voluntarily or for hire, in conjunction with class work or for admissions purposes;
- Violating personal property rights (for example, stealing or attempting to steal tests, keys, or grade books);
- Fabricating data in support of laboratory or field work;
- Engaging in other acts of academic misconduct.

While academic integrity is a shared responsibility, it is incumbent upon the student to abide by the academic integrity requirements. It is the responsibility of the faculty member to inform the student of any atypical academic integrity requirements.

- 1. When a faculty member suspects or has been informed that a student may have violated the Academic Integrity Policy, the faculty member should inform the student in writing within ten working days of discovery. Some situations may require more time; however in no case should this written notification be delayed by more than one month. Written notification should include the allegation and a suggested time, place and date for a meeting of the student, the professor, and Department Head of the department in which the alleged violation took place. If the faculty member making the allegation is the Department Head of the department in which the alleged violation took place, the meeting should include the student, the faculty member, and Dean of the school in which the alleged violation took place.
- 2. After this meeting, if the faculty member decides that no violation occurred, the matter will be dropped. If the faculty member decides that a violation has occurred but that only a grade penalty is warranted, the student may be assigned an "F" for the work in question, or, in more serious cases, an "F" in the course. If it is determined that a more serious penalty is warranted, or if the student does not accept the grade penalty offered, the accusation will be remanded to the Dean of the school in which the alleged violation occurred. If that Dean participated in the meeting with the faculty member and the students, the matter is referred to the Associate Vice President for Academic Affairs.
- 3. Upon receiving the allegation, the Dean of the school where the alleged violation occurred or the Associate Vice President for Academic Affairs will appoint a four member hearing board comprised of the Associate Dean of CGPS, two faculty members from outside the program of the accused student and a currently enrolled CGPS student of the same student classification, but outside the program of the accused student. The hearing will be convened within two weeks from the date the hearing board receives the case. If circumstances preclude meeting this deadline, the accused will be so informed in writing. A minimum of seven days notice will be provided the student prior to the hearing. The accused student may be advised by another student or member of the permanent faculty or staff, not to exceed two. The student and/or the student's advisor may cross-examine all witnesses and the accuser. A tape recording of the hearing, which will be closed,

will be made. Upon conclusion of the hearing, the hearing board will vote and report its findings and recommendation to the Dean of the school in which the alleged violation occurred or the Associate Vice President for Academic Affairs.

4. Upon reviewing the recommendation, the Dean of the school where the alleged violation occurred or the Associate Vice President for Academic Affairs will either exonerate the student; impose a sanction less than suspension, dismissal or expulsion; or recommend a sanction of suspension, dismissal, or expulsion to the Provost/Dean of the College. If the sanction is not suspension, dismissal, or expulsion, the student may appeal this sanction to the Provost/Dean of the College who makes the final decision. If the sanction is for suspension, dismissal, or expulsion, the Provost/Dean of the College will review the case and the process that has been followed and make the decision on removal of the student from The Citadel for a violation of academic integrity. The student may appeal that decision to the President.

Appeals of Violations of Academic Integrity

Students who have been found guilty of a violation of academic integrity where the punishment is suspension, dismissal, or expulsion shall be entitled to petition an Academic Integrity Board of Review to hear an appeal provided the petition is submitted to the Office of the President within five working days after receiving notice of the findings of the Provost, and provided the petition states the grounds on which the appeal is based. An Academic Integrity Board of Review is established by the President. An Academic Integrity Board of Review will consist of a dean, who serves as chair; a department head; a senior member of the faculty; and a non-voting recorder. Once established, an Academic Integrity Board of Review will be furnished the record of the original proceedings and will evaluate the petition of appeal to determine if any of these grounds have been met:

- new evidence has been found since the individual was found guilty;
- the individual's rights were not protected;
- there was a procedural error during the trial.

If after considering the petition of appeal, the Academic Integrity Board of Review determines that the request for appeal sets forth reasonable grounds for appeal and agrees to hear the appeal, the accused student and advisor will be present during the formal portion of the hearing, which will be taped. Oral arguments from the student or advisor will be heard and will normally be limited to 30 minutes each. In addition, the student or advisor will have the opportunity to question any witnesses called by the Academic Integrity Board of Review. The formal appeal hearing will be taped, and the tape will become part of the record of the Academic Integrity Board of Review. The findings of the Academic Integrity Board of Review will be transmitted to the President in the form of sealed, confidential written recommendations, with appropriate justifications.

Confidentiality of Student Records

The Citadel maintains and discloses information from student records in accordance with the provisions of the "Family Educational Rights and Privacy Act of 1974" (FERPA), as amended. This law requires that educational institutions maintain the confidentiality of student educational records. The Citadel accords its students all rights under the law. FERPA coverage applies to all educational records that contain a student's name, social security number, or other personally

identifiable information, in whatever medium, to include electronic form.

No one outside of The Citadel shall have access to nor will the institution disclose any information from a student's educational records without the written consent of the student except in compliance with the provisions of Federal and State law. Educational records may be disclosed to personnel within the institution who have a legitimate educational interest, to parents of students who are dependents as defined by IRS standards, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, or, in an emergency, to persons in order to protect the health or safety of the student or others.

Within The Citadel community, only those members, individually or collectively, acting in the student's educational interests are allowed access to student educational records. These members include the Board of Visitors, Faculty, and personnel in the Offices of the President, Provost and Dean of the College, Associate Vice President for Academic Affairs, Associate Dean of the College of Graduate and Professional Studies, Registrar, and Vice President for Finance and Business Affairs.

Directory information about a student may be disclosed at the discretion of The Citadel without the consent of the student unless the student has notified the Registrar within two weeks of the beginning of the academic year (fall semester) that the student refuses to allow the disclosure of such information. Notice is valid only for that year; therefore, any student desiring to keep directory information confidential must give notice at the beginning of each academic year and the notice is valid only for that year; therefore, any student desiring to keep directory information confidential must file notice each year.

Student Academic Grievances

The academic grievance process of the college is reserved for the most serious alleged offenses. These matters deal not with differences of opinion, but with violations of due process; denial of individual rights; or unequal treatment of discrimination based on sex, race, color, or national origin. Students who feel that they have an academic grievance are directed first to confer with the instructor or other individual(s) involved. Where this does not result in satisfaction or if this step is not feasible, the student should present the grievance in writing to the lowest appropriate level not involved in the grievance, department head or dean.

Student Appeal of Grade

A student who wishes to appeal the final grade assigned in a course must first confer with the instructor of the course in

which the grade was received. If this does not result in satisfaction, the student should contact the appropriate department head or dean who will review the matter. The faculty member and the student are both obligated to provide requested relevant information to the department head or dean. The department or dean will present his/her findings to the student within ten working days of being contacted.

If this does not result in satisfaction, the student should contact the Associate Vice-President for Academic Affairs. If deemed appropriate, the Associate Vice President for Academic Affairs will appoint a hearing board of three faculty members, with one designated as chair, and a student in good standing of the same student type as the appellant. This board shall have the authority to request testimony, hear witnesses, and study records and materials. The board shall forward its findings and recommendations to the Associate Vice President for Academic Affairs, who shall decide the case. The decision of the Associate Vice President for Academic Affairs in final.

English Fluency Policy

In accordance with the laws of South Carolina, The Citadel ensures the English fluency of its teaching faculty through a two-stage review process.

- 1. During the interview process, each applicant will make an oral presentation before a group consisting of faculty members and students. Using the included form, each participant will evaluate the candidate's English fluency and clarity of presentation. These evaluations will be a major factor in the selection process, and should a candidate who is ultimately selected be deemed by this evaluation to have a language problem, the extent of this problem, the support to be provided the candidate by the college in addressing this problem, and the expectations for improvement in English fluency will all be clearly stated in the offer of employment.
- 2. Should a student challenge the English fluency of a member of the faculty, standard procedures for student academic grievances will be followed. If a review committee is called for, the native language of one of the faculty members will not be English.

Career Services

The Citadel Career Services Office has a primary mission of helping current students make well-reasoned career decisions and supporting them in these decisions. The first step in this process occurs in providing the FOCUS Career Evaluation and Exploration Program to incoming students, which helps students in selection of majors and identification of career paths of greatest interest for further exploration.

The Career Center provides group and individualized instruction and assistance to students regarding decision making skills, career research, industry reserach, identification of potential employers of greatest interest and associated firm research, alumni mentor matching, career search strategy development, resume and academic portfolio development, interviewing sills, and negotiating skills.

The Career Services Office coordinates annual Career Fairs, provides career planning presentations to classes at all levels, maintains postings of advertised positions, assists students in accessing unadvertised opportunities, coordinates an on-campus interviewing program for permanent positions, and also supports students seeking summer employment. A library of career-related reference materials and a computer lab are provided for student use. The office distributes a wide variety of career planning and career search information to students, including announcements of career-related events, position announcements, and interviewing opportunities.

Located at 573 Huger Street, the Career Center invites students to visit www.citadel.edu/career_services for additional information.

Counseling Center

The Citadel Counseling Center provides currently enrolled graduate and evening undergraduate students with short-term, professional, confidential counseling services. Personal, educational, and career counseling services are available by appointment at no charge to registered students. Counseling is provided in an informal setting where students may benefit from a relationship with an experienced counselor. Students enrolled at The Citadel may also request assessment, counseling, or educational information through the Counseling Center's Alcohol and Substance Abuse Prevention Program. Lastly, The Citadel Counseling Center also administers and interprets personality inventories and vocational interest inventories. The Counseling Center is located in Bond Hall Annex, 203 Richardson Avenue. Graduate and undergraduate evening students are encouraged to call the Counseling Center at 953-6799 to schedule an appointment for personal counseling or assessment.

The Daniel Library

The primary mission of the Daniel Library is to provide the resources, services, and environment that support the teaching and research requirements of the college. The Library works to facilitate students' abilities to learn and to conduct effective research and information gathering as it relates to their studies and research at The Citadel, and their lives beyond graduate school as contributing members of society. This role calls for strengthening the liberal arts and professional education of students by developing their intellectual skills and independence through the library's various collections, research and reference expertise, and services such as online database searching, and interlibrary loan.

The Library is fully automated and a major component of the campus network, allowing campus-wide and off-campus access to all electronic resources. The Daniel Library provides organized access to carefully selected research and study resources via its website (www.citadel.edu/library). Resources include a webbased library catalog, full-text databases and citation indexes supporting all disciplines, and electronic reserves. Interlibrary loan and document delivery services are available to students at no cost. The Daniel Library collection consists of over 200,000 volumes, 89 online full-text and citation indexes, and over

12,000 electronic full text journals and print journal subscriptions. In addition, the Library holds 3500 audio and video recordings, 850 CD-ROM databases, 1400 music CDs, 175,000 microforms, 20,000 federal documents, and 1500 maps. The Daniel Library is a federal document depository library.

To enable students to make the best use of an array of resources and services available to them, the Library provides research instruction classes to instill information literacy skills of locating, evaluating, and effectively using information. Course-specific research classes focus on unique information needs of each student and address specific research requirements of each course. Research assistance is provided during all hours of operation, and students may schedule research consultations with library faculty. Special-topics seminars are held throughout the school year to introduce new databases, provide guidance on research issues, and help students and faculty effectively use library resources.

Daniel Library facilities provide individual and group study space, as well as areas for viewing videos and listening to CDs. Facilities also include a wireless network accessible with library laptops or student's personal laptops. All computers allow access to electronic resources and the Internet. Designated computers provide software for word processing, spreadsheets, databases, and presentations.

Daniel Library Friends sponsor a series of cultural events for the campus community throughout the school year. In partnership with the Department of English, the Daniel Library twice yearly sponsors Patio Performances, showcasing original student literary works performed in the Library courtyard.

The Daniel Library is open seven days a week for a total of 87 hours, and Library faculty and staff are available to assist users during all operating hours.

Financial Aid

The Financial Aid Office handles student loan applications, grants, scholarships and work-study programs.

Evening undergraduate students: The Federal Pell Grant program provides federal grants for eligible undergraduate students. Eligibility is determined by the Free Application for Federal Student Aid (FAFSA) using a nationally mandated formula applied uniformly to all applicants. Grant amounts range from \$400 to \$3750 per academic year. Federal Supplemental Educational Opportunity Grant (SEOG) funds are awarded by The Citadel on a limited basis to undergraduate students who also qualify for Pell Grants and show exceptional financial need. These grants range in value from \$300 to \$1,000 per academic year. The awards are limited to the funds allocated to The Citadel by the US Department of Education, so applicants should file the FAFSA as early as possible.

Graduate students: Although most of the graduate students at The Citadel have some form of student loans, there are grants and other monies available to students willing to search and apply. You can find more information on grants, etc. by

contacting your departmental advisor, searching other websites, and contacting local community-involved groups in your area.

Please visit <u>www.citadel.edu/finaid/gfinaid</u> to learn more about the following resources:

- Assistantships
- Loans
- Entrance Interview William D. Ford Direct Student Loan
- Financial assistance outside of The Citadel
- Veteran's Affairs/GI Bill
- Financial Aid Office timetable
- Government financial aid resources
- Other financial aid resources
- Forms

The Financial Aid Office is located in Bond Hall, 138, and information is available at: financial.aid@citadel.edu OR 953-5187

Information Technology Services (ITS)

Citadel Computing, 2nd Floor-Bond Hall

- ITS Help Desk
- Multimedia Center
- Computer Labs

For all computer services and assistance: www.citadel.edu/computing ITS Help Desk: 953-HELP Computer Labs

www.citadel.edu/computing/complab Multimedia Center www.citadel.edu/computing/mm Equipment and room reservation 953-7245 Graphic design and WebCT 953-7093

Office of Multicultural Student Services and International Studies

The Office of Multicultural Student Services and International Studies promotes an appreciation for diversity among students, faculty, and staff. Multicultural Student Services encourages an attitude that celebrates multi-ethnic perspectives of various cultures and backgrounds. Programming and activities sponsored by the office are designed to increase the involvement of minority students in extracurricular activities; to assist first year and transfer students with the transition into the Corps of Cadets; to enhance interaction and communication among all students; and to enable students of color to enhance contact with and pride in their cultural heritage. The office is also responsible for coordinating the college's Access and Equity program and the Higher Education Awareness Program.

Assistance is offered to students, faculty, and staff who have concerns relating to race relations, campus diversity, or multicultural awareness. Resource materials including videos, study guides, and directories are available for use by cadet companies, classroom instructors, and clubs and organizations.

This office offers a variety of services for international and American Students. The office provides freshmen orientation programs, immigration advising and assistance, and helps with personal and academic concerns for international students. The office further serves as a liaison with campus offices, organizes off-campus cultural programs, and sponsors international activities.

This office also provides a variety of study abroad opportunities for students who are interested in an overseas study experience. Students are encouraged to come to the office where they may view resource materials, receive guidance on available programs and receive assistance with study abroad application process.

Thompson Hall 137 www.citadel.edu/academics/cfae/MSS 953.5096

OASIS, Office of Access Services, Instruction, and Support

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights to equal access programs and services. The Citadel is committed to providing equal educational opportunities for individuals with disabilities. It is the OASIS purpose to assist, advocate for, coordinate and support student's academic needs. All accommodations are coordinated through the OASIS.

Ombudsperson

The Ombudsperson is an informal and confidential resource for any academic problem or issue due to discrimination, harassment, or mistreatment. The Ombudsperson may be contacted 24 hours a day, seven days a week. Dr. John Carter and Major Robert Pickering are the Ombudspersons for the 2005-2006 academic year. You may reach them at 953-7953, 953-5096, or ombud@citadel.edu.

Public Safety

The mission statement of the Public Safety Office is "...to insure the safety and security of all persons and property on The Citadel campus." All officers are state-commissioned law enforcement officers operating under the authority of the State Law Enforcement Division (SLED) with jurisdiction both on and off campus for incidents occurring on Citadel property. The speed limit on campus is 20 mph unless otherwise posted.

Parkina

Lighted parking areas are provided for students. Graduate and undergraduate evening students may park their vehicle in any parking lot on campus after 4:00 p.m. except LOT "B." Students may park in LOT "B" after 5:00 p.m. Students should not park in any numbered, reserved parking space that is "coned." "Coned" means a plastic traffic devise used to reserve spaces. Parking on the campus prior to 4:00 p.m. is limited to the General Lot (located behind Jenkins Hall, Thompson Hall,

Grimsley Hall, and the Coin Laundry on the north end of campus. Graduate and undergraduate evening students requiring access to the campus before 4:00 p.m. must drop by Public Safety for temporary parking permits and guidance as to where to park. Any student-operated vehicle on campus must display a valid parking tag. The tag-displayed by hanging it from the rear view mirror – is transferable to other vehicles. The parking tag may be purchased in the Public Safety office for a fee of \$30.00.

Graduate and undergraduate parking off campus includes all parking spaces in the vicinity of Johnson Hagood Stadium. Please refer to The Citadel Home Page, "Faculty and Staff" and then "Polices and Procedures" vehicle Traffic and Parking Regulations for additional information. Questions should be directed to Public Safety 953-5114.

Lockouts and Jump-starts: Public Safety is available to assist persons who inadvertently lock themselves out of their cars. Additionally, Public Safety will assist those motorists whose vehicle battery dies. There is no charge for these services. The Public Safety Office is located at Lesesne Gate (main gate entering campus), 953-5114.

Office of Writing & Learning Strategies

This office provides academic enrichment free of charge to CGPS students.

Writing Conferences: Offers one-on-one consultations for across the curriculum academic writing projects as well as resume, business communications, and English as a second language consultation.

Writing Workshops: Are scheduled each semester. Representative topics include Writing Research

Papers, Essay Organization, and documentation in APA and MLA formats.

Computers: Computers, laser and other printers, typing tutorial, speed-reader, e-mail and internet access is available.

Thompson Hall, 113 www.citadel.edu/citadel/otherserv/wctr/

Activity Card

The "Activity Card" allows the student to use the recreational facilities of The Citadel when they are available for recreational use. This includes the facilities in Deas Hall, the tennis courts, the boating center (if they have passed the Department of Wildlife and Marine Resources boating course), and the Beach House. An "Activity Card" is issued to each student who pays the optional student activity fee. The cards are issued each semester and are good for one semester only. It is necessary to show this card and the student ID card when using the recreational facilities.

Athletic Event Card

The purchase of the "Athletic Event" card allows the student to attend all Citadel athletic events during the semester for which it is purchased by presenting the student ID card and the "Athletic

Event" card when entering the stadium, McAlister Field House, or the baseball field. The "Athletic Event" card is for general admission seating and also allows the student to purchase one additional ticket for date, spouse, or friend at the reduced student rate. To obtain the "Activity Card" and/or the "Athletic Event" card, indicate on your registration form the card(s) you wish to purchase. The cards may be picked up at the Treasurer's Office upon payment of all fees. A schedule of athletic events may be obtained from the Athletic Ticket Office in McAlister Field House. Students should call 953-7779 for the operating hours of Deas Hall.

Degree-seeking students enrolled in the College of Graduate and Professional Studies have the opportunity to purchase an "Activity Card" and/or an "Athletic Event" card. Each of these is optional, and no student is required to purchase either card.

Fine Arts Series

Inaugurated in 1965, the Fine Arts Series has presented annually a wide variety of programs, which have been both entertaining and culturally illuminating. Programs are free and open to CGPS students.

Greater Issues Series

The Greater Issues Series presents two or more major addresses each academic year. The series was inaugurated by General Mark Clark in 1954 to enhance the preparation of Citadel students for roles as responsible members of our society. Since then, the addresses have brought to The Citadel an impressive group of distinguished speakers including Presidents of the United States, American and foreign dignitaries, scholars, diplomats, important military figures, and business leaders.

Publications

The College of Graduate and Professional Studies prior to each semester and summer sessions publishes the "Schedule of Classes" for the respective term. This schedule contains information subject to frequent change such as deadlines, fees, and other administrative notices. The "Schedule of Classes" constitutes the official notice of deadline requirements, fees, and class offerings. The college reserves the right to cancel a class or change a fee without notice.

In addition, the College of Graduate and Professional Studies publishes "The College of Graduate and Professional Studies Newsletter" once each term. This newsletter contains much information of immediate concern, such as the hours of operation for various campus activities, placement activities, group meetings (e.g., MBA Association), speakers, fine arts series, professor's activities, etc.

Beach House

The Colonel Robert R. McCormick Beach House is on the Isle of Palms, about a half hour's drive from the campus. The office of Cadet Activities controls this functional two-story clubhouse, overlooking the Atlantic Ocean. It is primarily for the use of

cadets, CGPS students, faculty, and staff, but it can be rented to outside groups. Facilities include a large ballroom, shower facilities, sheltered picnic area, and outdoor sports areas. The grounds are floodlighted to facilitate evening parties.

Holliday Alumni Center

The Citadel Alumni Association, located in the Holliday Alumni Center on Hagood Avenue, is your connection to the college after your graduation. Annual membership of \$40 provides you with numerous benefits of membership and affords you every networking advantage. CAA publishes "Alumni News" magazine three times each year for its members who also enjoy full access to the On-line Community of graduates. Allegiance to one's undergraduate institution is commonplace. However, making a strong bond with your post-graduate institution is unique unless it is The Citadel. There is value in a Citadel education, whether from the Corps of Cadets or the College of Graduate and Professional Studies, beyond the diploma you earn from a highly qualified faculty. The Citadel Alumni Association offers you the chance to reap benefits beyond the classroom. You are a Citadel graduate and that is something most of your contemporaries cannot proclaim. Enjoy the highest level of benefits by becoming a member of your alumni association.

CGPS Class Ring

CGPS students enrolled in degree programs are eligible for the CGPS Class ring. CGPS students may order their ring upon completion of all but the final semester of coursework/internship possessing an overall 2.0 GPA for undergraduate or 3.0 GPA for graduate students. Students will obtain a form that verifies their eligibility to purchase their ring when they file for graduation in the CGPS office. Students filing for graduation on-line may pick-up their verification form from CGPS at a later time. To place a class ring order, contact the Alumni Center at 953-7698.

CGPS Student Government Association

The CGPS Student Government Association is an elected body of students whose aim is to identify and address academic, professional, and social concerns of The Citadel's CGPS students. The council will act as a liaison between the CGPS students and the administration in order to effectively represent student concerns, opinions, and welfare to the administration; and to propagate and endorse the exchange of information from the administration to the student body. The council is charged with organizing and implementing a variety of events that promote fellowship, personal growth, networking opportunities, and enjoyment for CGPS students. It is the intention of this council to increase the overall quality of student services and academic programs to further enhance the educational experience shared by all CGPS students. More information can be located at www.citadel.edu/sga or by emailing cgps_sga@citadel.edu.

Graduate Programs at The Citadel

Since 1968, The Citadel has responded to the Lowcountry's needs for graduate education. A significant complement to the mission of The Citadel has been to make the resources of The Citadel a major factor in the professional development and enhancement of the quality of life for the citizens of the Lowcountry. Graduate programs at The Citadel combine academic excellence with learning which is focused equally on leadership, ethical, and social issues.

Currently, The Citadel, through its College of Graduate and Professional Studies, offers 19 graduate degree programs:

Master of Arts in Biology, English, History, Psychology: Clinical Counseling, and Social Science; Master of Business

Administration; Master of Education in Elementary or Secondary School Counseling, Elementary or Secondary School Administration, Reading; Master of Arts in Teaching in the areas of Biology, English, Mathematics, Physical Education, or Social Studies; and Master of Science in Computer Science and Health, Exercise, and Sport Science. Also offered is the Educational Specialist degree in School Psychology and School Superintendency.

Graduate education at The Citadel extends beyond the campus by providing professional development opportunities and courses to teachers and school administrators, businesses and professionals throughout the Lowcountry and state.

Opportunities for new graduate programs are being explored in the areas of leadership, school administration, engineering, and business.

Lowcountry Graduate Center

In an effort to meet the growing needs of graduate education in the Lowcountry, in 2001 The Citadel, the College of Charleston, and the Medical University of South Carolina formed the Lowcountry Graduate Center. The Center is located in the North Charleston area near the Charleston International Airport. Graduate courses in business administration, education, computer science, and psychology are currently being offered at this location. These courses are a part of master's degree programs offered by The Citadel and the College of Charleston.

The Center also provides a point of reference for persons seeking information about graduate educational opportunities in the Lowcountry.

Application and Admissions

The application process at CGPS is a two part process that occurs simultaneously. The applicant must be accepted into the CGPS <u>and</u> the Program to which they seek a degree. Requirements for acceptance in CGPS include:

- 1. Completed application for admission
- 2. Non-refundable application fee
- 3. Transcripts of all previous academic work

The requirement for specific programs and degrees are described in this catalog for each program/degree.

Upon receipt of an application, each applicant is sent a letter acknowledging the application and outlining specific admission requirements for CGPS and the program for which he/she applied.

Full acceptance is not granted until all CGPS and Program requirements are met. At this time a letter of acceptance is sent to the student which includes the name of the advisor. Students are required to meet with his or her advisor as soon as possible. Registration is not permitted for students who have not completed the application process. The exception is the provisional status (see below). Provisional status is allowed for only two consecutive semesters or 12 credit hours, which ever occurs first. The provisional student is not assured that any courses taken will be counted towards a degree program or that admission will be granted into any graduate program. The student enters provisional status at their own risk with no obligation on the part of The Citadel or CGPS.

Admission Categories

Students may be admitted to graduate courses in one of the following categories: degree-seeking, non-degree seeking, provisional, transient, professional development, or Senior Citizen.

<u>Degree-Seeking</u> - A Student is classified as degree- seeking when all admission requirements are met and a degree program has been selected. To obtain this classification a student must:

- Complete and return the application form along with the appropriate application fee to the College of Graduate and Professional Studies.
- 2. Submit to the College of Graduate and Professional Studies official transcript (s) which include documentation of the baccalaureate and or post-baccalaureate degree awarded by an accredited college of university.
- 3. Submit the official score report on the appropriate admissions test. Check individual program requirements in this catalog for the minimum acceptable score for the desired program.
- 4. Submit a TOEFL score if the native language is not English. The minimum acceptable score is 550.
- 5. Additional admission requirements of specific programs are outlined in the information provided for each degree program.

Non-Degree-Seeking - A student is classified as non-degree seeking if he/she holds a bachelor's degree or an advanced degree but who, at the time of application, does not plan to pursue a degree. This category authorizes the student to take no more than 12 hours total in CGPS for which he or she has the prerequisites. It does not imply admission to a degree program.

Persons admitted to the non-degree student status who later wish to become degree-seeking must file an application for the desired degree program. Program requirements will dictate the number of hours taken in non-degree status will be accepted into any program.

To obtain non-degree classification the student must:

- Complete and return the application with the required fee to the College of Graduate and Professional Studies.
- Submit to the College of Graduate and Professional Studies a college transcript that shows completion of a bachelor's or higher degree.
- 3. Submit an acceptable TOEFL score if the native language is not English. The acceptable score is 550.
- 4. Submit a letter of request for Non-Degree status to the Associate Dean explaining the reason for requesting Non-Degree status.

<u>Provisional</u> – A student is classified as a provisional student if he or she does not meet all the admission requirements, but in the judgment of the admissions committee of the specific program, has the potential to complete graduate work. Upon successful completion of the requirements set forth in the provisional status, the student will be considered for degree-seeking status.

Transient - An applicant is classified as a transient student if he or she is in good standing with another regionally accredited college or university and wishes to enroll in courses at The Citadel for the purpose of transferring this credit to his or her home institution. The classification of transient is valid for one semester and must be renewed each term. No transcripts are required of the student, but a letter from the graduate dean of the home institution verifying the student is in good standing must be provided. To be classified as a transient, the student must:

- Complete and return the application and the required fee to the College of Graduate and Professional Studies.
- 2. Provide a letter from the Dean of the Graduate School of the home institution that verifies a status of good-standing.

<u>Professional Development</u> - A student is classified as a professional development student if he or she is enrolled in a professional development graduate course offered through a school district, but the credit is awarded by The Citadel. To be classified as professional development the student must:

- Complete and submit the professional development application to the College of Graduate and Professional Studies.
- 2. Submit a copy of his or her current teaching certificate or a copy of a transcript which indicates at least an earned bachelor's degree.

**The Citadel offers professional development courses (PDEV) on campus and at off-campus locations. The purpose of these courses falls within the public service mission of The Citadel assigned to the College of Graduate and Professional Studies. These professional development courses are intended to improve curriculum, teacher and administrator competency, and school effectiveness by delivering and concentrating on specific, requested subjects in areas of pragmatic and immediate need identified by school district staff development personnel. Professional development courses are special topics courses not designed to meet degree requirements for any degree program. Credit earned through the completion of any professional development course may not be used in meeting degree requirements for any degree program unless prior approval to use such credit was granted at the time the program of study was developed. Credit earned through completion of professional development courses may be used for recertification purposes or in the pursuit of the master's plus 30 hours certification.

Senior Citizens - Senior citizens, 60 years of age or older, who are residents of South Carolina may take courses, on a space available basis, without paying the credit hour fees. All admission requirements must be met for a degree or non-degree seeking student, and all fees except the credit hour fees must be paid. CGPS sponsors Senior Scholars, an academic enrichment program for adults interested in continuous learning. Information is available in CGPS Office.

<u>International Students</u> - An international student who applies to a graduate program at The Citadel must complete the following requirements:

- Have completed a degree equivalent to an American baccalaureate degree.
- 2. Have their academic credentials evaluated by one of the organizations suggested by the graduate office at The Citadel.
- 3. Meet all the admission criteria for the desired graduate degree program.
- 4. Provide the appropriate score on the TOEFL exam.
- 5. Provide evidence of ability to meet all financial obligations while in graduate study at The Citadel by completing the Certification of Finances form prior to enrolling in courses.

Orientation

In order to assist new graduate students to become familiar with The Citadel facilities and support services, the office of the College of Graduate and Professional Studies offers two new student orientations each year. These orientation sessions are offered before the beginning of the fall term and before the beginning of the spring term. New students are notified of the date, time, and place of these orientations.

Catalog of Record

The catalog bearing the number of the academic year in which the student enters The Citadel will be his or her catalog of record for matters of academic policy.

Academic Standards

All students are expected to maintain high academic standards. In addition to the grade point average requirements for satisfying degree standards, the following policies set minimum guidelines for all graduate programs. Specific programs may establish more rigorous criteria for satisfactory progress. Students should study carefully the sections of this catalog pertinent to their degree program for statements about expectations, which may exceed these minimal criteria.

A grade of "C" is a warning that the individual is not performing at the level expected of graduate students; a grade of "F" is a clear statement of inadequate performance. Either a "C" or "F" grade calls into question the expectation of reasonable progress toward the degree. In order to maintain appropriate academic quality, the following policy applies to students enrolled in graduate programs at The Citadel.

- 1. If a student receives a grade of "F" in a graduate course, regardless of his or her status, the student will be terminated from the program. The student may appeal to his or her dean for reinstatement. If the student is granted reinstatement status before the end of the drop/add period for the next academic term, he or she may register for that term.
- 2. If a student receives more than six (6) credit hours of graduate course work with grade of "C" regardless of his or her status, the student will be terminated from the program. The student may appeal to his or her dean for reinstatement in the program. If a student is granted reinstatement status before the end of the drop/add period for the next academic term, he or she may register for that term.
- 3. Any student admitted to a graduate program who has earned or attempted twelve (12) hours of graduate credit must have a cumulative GPR of 3.0 or higher to continue in the program. If a student's GPR falls below a 3.0 any time after the completion of twelve (12) hours of graduate credit, the student must improve his/her GPR to a minimum 3.0 by the time he/she has completed nine (9) additional graduate credit hours. If the

student achieves a minimum 3.0 while completing these nine (9) additional graduate credit hours, the standard of maintaining a 3.0 GPR begins again. Failure to achieve the 3.0 GPR upon completion of the nine (9) additional graduate credit hours will result in termination from the program. The student may appeal to his or her dean for reinstatement. If the student is granted reinstatement status before the end of the drop/add period for the next academic term, he or she may register for that term. Some programs have stricter program requirements. Check with your program advisor the standards for you program.

Grades

Only letter grades are given to evaluate a student's progress. No numerical symbol or percentage is fixed or assigned to the equivalent of any grade.

A: A grade of "A" represents work of a high quality. Four quality points are awarded for each credit hour. *B+:* A grade of "B+" represents above average quality work. Three and one half quality points are awarded for each credit hour.

B: A grade of "B" indicates average graduate accomplishment. Three quality points are awarded for each credit hour.

C+: A grade of "C+" indicates slightly below average graduate work. Two and one half quality points are awardedfor each credit hour.

C: A grade of "C" is unsatisfactory. Two quality points are awarded for each credit hour.

P: A grade of "P" indicates work of acceptable, graduate-level quality. While it signifies work of "A" or "B" level, it carries no quality points and is awarded only for designated courses such as workshops, internships, etc.

F: A grade of "F" indicates that the minimum requirements have not been met. No quality points are awarded.

I: A grade of "I" represents work of satisfactory quality incomplete for authorized reasons. Incomplete "I" grades must be made up during the term following the recording of the grade. A grade of "I" received in the fall term must be made up by the end of the following spring term. A grade of "I" received in either the spring, summer, or summer II term must be made up by the end of the following fall term. An extension of time not to exceed one additional term may be authorized for extenuating circumstances by the appropriate dean. Grades not made up within the authorized time limit will convert to a grade of "F," and such courses will be included in calculating the GPR.

W: A grade of "W" represents withdrawal from a course prior to the scheduled withdrawal deadline.

Student Appeal of Grade

A student who wishes to appeal the final grade assigned in a course must first confer with the instructor of the course in

which the grade was received. If this does not result in satisfaction, the student should contact the appropriate department head or dean who will review the matter. The faculty member and the student are both obligated to provide requested relevant information to the department head or dean. The department or dean will present his/her findings to the student within ten working days of being contacted.

If this does not result in satisfaction, the student should contact the Associate Vice-President for Academic Affairs. If deemed appropriate, the Associate Vice President for Academic Affairs will appoint a hearing board of three faculty members, with one designated as chair, and a student in good standing of the same student type as the appellant. This board shall have the authority to request testimony, hear witnesses, and study records and materials. The board shall forward its findings and recommendations to the Associate Vice President for Academic Affairs, who shall decide the case. The decision of the Associate Vice President for Academic Affairs is final.

Pass-Fail Courses

For certain courses, such as internships, practica, workshops, professional development courses, etc., a grade of pass or fail may be appropriate. Students taking courses of this nature need to discuss such arrangements with their advisor. Quality points will not be awarded for pass or fail work, and performance that is barely adequate ("C" level work) will not receive credit.

Transfer Credit

A maximum of 12 hours, relevant to the student's program, may be transferred from other regionally accredited colleges or universities. Only graduate credit hours, of which grades of "B" or higher have been earned, are transferable. Some programs allow fewer hours of transfer credit. Students should check the requirements for specific programs for the maximum number of credit hours that may be transferred into his or her program at The Citadel.

To be transferred, credit hours must have been earned within six years of the date of admission to The Citadel. Acceptance of transfer credits is the prerogative of the academic department or school. Students should read carefully the specific statements in regard to transfer in the programs leading to the Ed.S. in School Administration and the M.B.A. degrees since both these programs limit the acceptance of transfer credit more rigorously.

Ordinarily, course work accepted for transfer must parallel course work available at The Citadel. However, where the head of the major department or dean of the school feels that graduate course work not equivalent to courses at The Citadel will enhance the program, up to 6 semester hours of such credit may be acceptable. These will be part of the maximum allowable transfer hours for that program.

Course Load

Most students in the graduate programs at The Citadel pursue

degrees on a part-time basis. The minimum semester hour load for students wishing to be classified as full-time graduate students is 9 semester hours. Students holding Citadel graduate assistantships will be considered as full time if the they are taking at least 6 semester hours. Students who hold full-time employment should not register for more than 6 semester hours in any given term. Students may register for a maximum of 2 courses or no more than 7 credit hours each summer term. The evening session is considered a part of summer I and summer II. Permission to take more than 2 courses each summer term must be obtained from the Dean of the School or the Department Head of the program in with the student is enrolled.

Comprehensive Examinations

The Citadel graduate programs vary in their exit requirements. While all degree programs require at least a 3.0 cumulative GPR (3.25 for Ed.S.) for graduation, some have an exit examination or exit project requirement. It is the student's responsibility to be aware of these standards.

Theses

Thesis committee appointments will be made at the discretion of the appropriate Department Head.

Degree and Certification Requirements

Specific requirements are detailed in the appropriate sections of the catalog. The general requirements include completing all specific program requirements and coursework while maintaining at least a "B" (3.0) GPA. Students should check the specific requirements of the program in which they are enrolled. State certification requirements are determined by external agencies over which The Citadel has no control. It is the student's responsibility to meet these requirements, which are subject to legislative change. Advisors will assist students in staying current with these requirements and adjusting programs of study to reflect any change.

Satisfactory Progress

Unless otherwise stated, students are expected to complete all degree requirements within a six (6) year period from the time of registration for the first graduate course in that program. Students in the MBA program must complete all requirements within six (6) years from the time of enrollment in the first advanced course. Students enrolled in the Ed.S. in School Psychology program have seven (7) years to complete the degree. Students enrolled in the MA in Clinical Counseling degree program have a five (5) year limit. Waiver of this requirement may be made for extenuating circumstances by the Dean or Department Head of the program in which the student is enrolled. Requests for such a waiver must be initiated by the student in writing to the appropriate dean or Department Head who is responsible for making the final decision and notify the student. Waivers must be on file in CGPS prior to application for

graduation. It is the students responsibility to ensure the waiver is provided to CGPS.

If a waiver is granted, a probationary extension for one year may be authorized. At the completion of that year, an additional extension will be authorized (if necessary) contingent upon the student having made adequate progress. "Adequate Progress" is defined as completing graduate work in two of the three semesters (summer session counting as a semester) of the year of probation. An average grade of "B" (3.0) for that year is also required. At all levels, the department or school will be responsible for oversight of student progress and initiation of action related to unsatisfactory progress.

Advisement and the Planned Program

Upon acceptance into a degree program, a student is assigned an advisor in the area of academic concentration. It is the student's responsibility to confer with this advisor at an early date and at periodic intervals to assure appropriate course selection and awareness of degree requirements. Degree candidates in some programs must file an official program of study. This program of study will be developed in consultation with the student's advisor and approved by the appropriate Dean or Department Head. This program of study is filed in the office of the College of Graduate and Professional Studies and will be used in the degree audit process. It is a joint responsibility of the advisor and student to maintain the program of study in a current state.

Modifications in a program of study can be accomplished with the written approval of the appropriate dean or department head. Students who wish to select a new major or degree program must file a written request in the office of the College of Graduate and Professional Studies, meet all admission requirements of the new major or degree program, and be accepted into the new major or degree program.

Joint Degree Programs

The Citadel participates in joint degree programs with the College of Charleston in Computer Science, English, and History. Students routinely take courses at both institutions. Citadel students will register for all their computer science, English, or history courses at The Citadel, even thought a particular course may be taken at the College of Charleston.

Earning a Second Master's Degree

The Graduate Council permits the earning of a second master's degree where the degree title is the same, but the area of concentration is different. Since some of the core courses may be identical, these may be waived in the second degree program. A maximum of twelve hours may be transferred from one Citadel degree program to another for those students wishing to obtain a second master's degree. However, a minimum of 33 hours of new credits must be included in the planned program for the second degree.

Graduate and Undergraduate Classes

It is the expectation of the college that graduate and undergraduate students will not be enrolled in the same class, even if they are registered by separate undergraduate and graduate course numbers. Any exception to this policy must be explained and justified in writing to the Associate Dean of Graduate and Professional Studies whose approval must be obtained prior to the course being scheduled.

Course Numbering System

The Citadel restricts registration in courses numbered 500, 600, and 700 series to students who have been admitted to programs.

Graduation

Graduate Students must apply to graduate by the established deadline Failure to apply by deadline incurs a late fee of \$35. If you are scheduled to graduate in:

- May 2006 ~ You must apply by February 1, 2006
- August 2006 ~ You must apply by June 1, 2006. If you plan to participate in the May 2006 commencement, you must apply by February 1, 2006
- December 2005 ~ You must apply by November 1, 2006 December graduates are eligible to participate in the May 2006 commencement. Please indicate on your application.

Applications for graduation are available in the CGPS Office and printed in the class semester schedules. A \$25 late fee is charged for applications filed after the deadline. To be recommended for a degree, students must meet all admission requirements and complete satisfactorily the scholarship and curriculum requirements for the degree. Finally, students must be free from all financial indebtedness to The Citadel.

These deadlines ensure your diploma will be orded in a timely manner. It is each student's responsibility to apply to graduate.



171 Moultrie Street, Charleston, South Carolina 29409-6250 Office of Undergraduate Admissions (843) 953-5089

APPLICATION FOR UNDERGRADUATE ADMISSION

Please complete every item on this form, sign and date this application, and return it with \$30.00 non-refundable application fee unless the fee has been previously paid.

U.S. SOCIAL SECURITY NUMBER		Curren	t Email Address	
FULL LEGAL NAME (Please print)				
I OLL LLUAL NAME (Flease philit)				
Last First		Middle/Mai	den	Suffix
PERMANENT HOME ADDRESS				
Street Address:				
City: County:			-	
(Area Code) Phone #			Country: _	
DIDTUDATE				
BIRTHDATE				
l .	No	SEX (circle one)) MALE FEMA	ALE
RACE (circle one) Asian or Pacific Islander		American Indiar	n or Alaskan Native	Hispanic
African American-non Hispa	anic	Non-resident Al	ien	White
Are you a CITIZEN of the U.S.? (circle one) Yes	s No			
If no, what is your country of CITIZENSHIP				
in no, what is your country or ornzertorm			Country	VISA Type
			,	VIOA Type
			•	VIOA Type
PARENTS, GUARDIAN, SPOUSE, NEXT OF KI	`		•	VIOA Type
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Street Address: State:	Relation	Zip:onship: (circle one)	y): Country: _ Parent Guardian raduated and all co	n Spouse Other
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RESIDENCY STUDENTS WILL NOT GAIN RESIDENT CLASSIFICATION AT THE CITADEL BY PRESENCE AS A STUDENT	Γ IN THE STATE OF SOUTH CAROLINA	١.
Have you always lived in South Carolina? (circle one) Yes No		
How long have you claimed South Carolina as your permanent residence for tax purpos	es? month yea	r
Are you employed in South Carolina? (circle one) Full-time Part-time Not employed	*	
If employed, please provide name and phone number of employer:		
Place of Employment	Phone Number	
ADMISSION PROGRAM INFORMATION		
Preferred Admission Semester: (circle one) Fall Spring Summer YEAR:		
Have you ever applied for admission into this College? (circle one) Yes No		
(if yes, indicate Term and Year of last application:		
Have you ever taken course work at this College? (circle one) Yes No		
(If yes, indicate Term and Year of last enrollment:		
DEGREE SEEKING APPLICANT: What Degree? (check one below)		
2+2 B.S. Business Administration 2+2 B.S. Civil Engineering	_ 2+2 B.S. Electrical Engineerin	g
Certificate of 2+2 Completion:		
Have you completed the 2+2 program at Trident Technical College for the degree you p (circle one) Yes No	ian to pursue at The Citadel?	
If you have completed the 2+2 program at Trident Technical College, have you requeste	ed your Certificate of Completion	1
be send to The Citadel? (circle one) Yes No	,	
NON-DEGREE SEEKING APPLICANT: Taking courses to enter program later? (circle	one) Yes No	
		_
I certify that none of the information on this form is false or has been withheld, I further certify information or withholding information may make me ineligible for admission or to continue me College of Graduate and Professional Studies. I understand it is my responsibility to read and	y enrollment at The Citadel,	е
Signature:	Date:	
		_
		_
		_
STATEMENT OF PROCEDURE All credentials become the property of The Citadel and cannot be forwarded, returned or copied	Admissions Action: Approved:	
All credentials become the property of The Citadel and cannot be forwarded, returned or copied. NOTE: Credentials will be maintained in active files for a 24-month period. After this period,	Date:	
credentials will be relegated to inactive status and must be submitted again before an admissions	Not Approved: Date:	
decision can be made.	Puto:	

The Citadel College of Graduate and Professional Studies offers equal educational opportunity to all persons without regard to race, religion, sex, creed, color, national origin, or disability. The College does not discriminate on these bases in recruitment and admission of students or in the operation of any of its programs and activities. The designated coordinators for the College compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 are the Director of Human Resources and the Affirmative Actions Officer.



171 Moultrie Street, Charleston, South Carolina 29409-6250 College of Graduate & Professional Studies (843) 953-5089

APPLICATION FOR GRADUATE ADMISSION

Please complete every item on this form, sign and date this application, and return it with \$30.00 non-refundable application fee unless the fee has been previously paid.

U.S. SOCIAL SECURITY NUMBE				Current	Email A	ddress:		
FULL LEGAL NAME (Please print)								
Last Fir	.1		D. 4.	: al all a /N / a : a	la a		Suff	
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PERMANENT HOME ADDRESS								
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BIRTHDATE	ne) Yes No		`	,		FEMA an Native	LE Hispa	anic
African Americ	an-non Hispanic		Non-res	ident Ali	en		White	е
Are you a CITIZEN of the U.S.? (ci	rcle one) Yes	No						
If no, what is your country of CITIZ	ENSHIP and your	VISA typ	e?					
					Country		VI	SA Type
PARENTS, GUARDIAN, SPOUSE,	,	-			y):			
Street Address:								
City:			-			-		
(Area Code) Phone #		_ Relatio	onship: (circl	e one)	Parent	Guardiar	n Spouse	Other
PREVIOUS COLLEGE/UNIVERSI require more space, please provide					ties, inclu	iding The	Citadel. If y	ou
Full Name of College	City	and State	Date of Atter (From/To Mor			Graduate? e one)	If Yes, Degre and Date	ee Earned
					No	Yes		
					No	Yes		
					No	Yes		
					No	Yes		
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					No	Yes		
Please print your name as it appear	rs on vour transcri	nte			No	Yes		
If you have not yet graduated, what		'	ur araduatio	n?				

RESIDENCY STUDENTS WILL NOT GAIN RESIDENT CLA	ASSIFICATION AT THE CITADEL BY PRESE	NCE AS A STUDENT IN THE STATE OF SOUTH CAROLINA.
Have you always lived in South Ca	rolina? (circle one) Yes No	
How long have you claimed South C	Carolina as your permanent residend	ce for tax purposes? month year
Are you employed in South Carolin	a? (circle one) Full-time Part-tir	me Not employed (ex. Dec. 02)
If employed, please provide place a	and phone number of employer.	
Place of Employment		Phone Number
ADMISSION PROGRAM INFORM	ATION	
Preferred Admission Semester: (cir	_	YFAR.
Have you ever applied for graduate admissi	, , ,	
	_	
(if yes, indicate Term and Year of last applic		
Have you ever taken graduate course work	at this College? Yes No	
(If yes, indicate Term and Year of last enroll	ment:	
Degree Seeking Applicant: What	Degree? (check one below)	
MA Psychology (Clinical Counseling)	MAT Physical Education	MS Computer Science (Joint)
MA Psychology (School Psychology)	MAT Social Studies	MS Health, Exercise and Sports Science
MA English (Joint)	MBA Business Administration	EDS School Administration
MA History (Joint)	MBA PharmD	EDS School Psychology
MA Biology	MED Elementary School Counseling	Non-Degree
MA Social Science	MED Secondary School Counseling	Non-Degree (School Administration Certification ONLY)
MAT Biology	MED Elementary Administration	Non-Degree (School Counseling Certification ONLY)
MAT English	MED Secondary Administration	Non-Degree (TPM Certification ONLY)
MAT Math	MED Reading Education	
false information or withholding infor	mation may make me ineligible for a	nheld, I further certify that I understand that giving admission or to continue my enrollment at The my responsibility to read and comply with the
Signature:		Date:

Do Not Write Below This Line

STATEMENT OF PROCEDURE

All credentials become the property of The Citadel and cannot be forwarded, returned or copied.

NOTE: Credentials will be maintained in active files for a 24-month period. After this period, credentials will be relegated to inactive status and must be submitted again before an admissions decision can be made.

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UNDERGRADUATE REGISTRATION WORKSHEET

Social Security Nur	mber		Last Nan	ne	First		M
Street/PO Box					Ap	t. No	
City		County		St	ate	Zip	
Work Phone				Home Phone			
E-mail Address							
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Call #	Course	ID	Credit Hours		FEES		
x.1 0 2 5 4	<u>E N G L-1</u>	0 1 - 8 1	_3_	Application Fee (\$30, new stude)	See Fee Sch	edule)	
		⁻		Technology Fee	(\$15)		
				Credit Hour (\$19	98 each hr.)		
				Non-resident Cr	edit Hour (\$39	97)	
	_	-		Registration (\$1	5 each session		
				Late Registration	n fee (\$35)		
				Lab Fee (if appli	icable)		
				Parking (\$30)			
	-			Activity Fee (\$3	5 optional)		
A.1				Athletic Fee (\$2			
Advisor's Signatu	re			(Fees subject to	change)		
				TOTAL			
	ATTA	CH CHECK OR	PROVIDE I	NFORMATION	BELOW:		
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SIGNATURE				DA	ГЕ:		
				ME (Please Print			



171 Moultrie Street, Charleston, South Carolina 29409-6250 Office of Undergraduate Admissions (843) 953-5089

GRADUATE REGISTRATION WORKSHEET

Social Security Number		Last Name		First		MI
Street/PO Box				Apt	. No	
City	County		Stat	e	Zip	
Work Phone			Home Phone _			
E-mail Address						
STUDENTS ARE FOR	BOTH ACADE COURSES IN				SIBLE	
Call # Course I	D	Credit Hours		FEES		
	_		((See Fee Sc	chedule)	
<u>EDUC-50</u>	⁻ ⁻ ⁻		Application Fee (\$ Credit Hour (\$235) Non-resident Credit Registration (\$15) Fechnology Fee (\$ Late Registration for the compact of the compa	each hr.) it Hour (\$438) each session) 15) fee (\$35) able) ee (\$35) optional)		
	CH CHECK OR					
DISCOVER/NOVUS [VISA []	MASTER	RCARD []	CHEC	К 🛚	
CREDIT CARD NUMBER:			EXP. DAT	E:		
SIGNATURE			DAT	E:		
STUDENT SSN						



171 Moultrie Street, Charleston, South Carolina 29409-6250 Office of Undergraduate Admissions (843) 953-5089

APPLICATION FOR GRADUATE STUDENT GRADUATION

Name:		Tel: Home	Office
Address:		SS#	
(Include City, S	tate & Zip Code)		
Major:			
I expect to complete one of	of the following degrees listed belo	ow (check appropriate degree	and date).
EDS in School Admin	istration	Master of Arts in S	Social Science
EDS in School Psycho	logy	Master of Arts in T	Teaching
Master of Arts in Bio	ology	Master of Education	on in Administration
Master of Arts in En	glish (Joint)	Master of Education	on in School Counseling
Master of Arts in Hi	story (Joint)	Master of Busines	s Administration
Master of Arts Psych	nology (Clinical Counseling)	Master of Science in	Health, Exercise and Sports Science
•	nology (School Psychology)		in Computer Science (Joint)
	lls resolved, and all required cours and again pay the graduation fee. T dates:		_
December 20	I will participate in May Com	nmencement Exercises.	Deadline Nov 1st
December 20	I will not participate in May	Commencement Exercises.	Deadline Nov 1st
May 20	I will participate in May Com	nmencement Exercises.	Deadline Feb 1st
May 20	I will not participate in May	Commencement Exercises.	Deadline Mar 1st
August 20	I will participate in May Com	nmencement Exercises.	Deadline Feb 1st
August 20	I will not participate in May	Commencement Exercises.	Deadline Jun 1 st
If you wish to order a CG	PS ring, request Graduation Date	Verification Form at this time.	
1. I,	, w	vill attend commencement exe	ercises in May 20
2. I,	, wiploma be mailed to the address li	vill not attend commencement	exercises in May
and request my d	ipioma be mailed to the address li	sted below:	



171 Moultrie Street, Charleston, South Carolina 29409-6250 Office of Graduate Admissions Phone: (843) 953-5089 Fax: (843) 953-7630

CHANGE OF INFORMATION/STATUS FORM

Social Security Number	
NAME:	
NEW NAME:	
NEW ADDRESS:Street/P.O. Box	
City/State/Zip NEW TELEPHONE NUMBER	
NEW MAJOR: Graduate Students:	
EDS School Psychology EDS School Administration MA Biology MA English (Joint) MA History (Joint) MA Psychology (Clinical Counseling) MA Psychology (School Psychology) MA Social Science MAT Biology MAT English MAT Math MAT Physical Education MAT Social Studies MBA Business Administration MBA Pharm D	MED Elem School Counseling MED Sec School Counseling MED Elem Administration MED Sec Administration MED Reading MS Computer Science (Joint) MS Health, Exercise and Sports Science Non-Degree Non-Degree (School Administration Cert. Only) Non-Degree (School Counseling Cert. Only) Non-Degree (TPM Cert.) Non-Degree BS Electrical Engineering BS Civil Engineering BS Business Administration
TERM beginning Fall SummerSpr	ring
Signature	Date



REQUEST FOR APPROVAL OF INDEPENDENT STUDY

INSTRUCTIONS: This request for an Independent Study must be completed in full prior to the course being entered in the SIS database and the student being allowed to register. This form will be filed in the students permanent CGPS record.

STUDENT NAME:	SOCIAL SECURITY #:
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YEAR: SEMESTER: COURSE DESIGNATION:

ACADEMIC PURPOSE OF THE STUDY ("TO GRADUATE" OR "EARN HOURS FOR FINANCIAL AID" ARE INSUFFICIENT RATIONALE. EXPLAIN WHY A COURSE SUBSTITUTION IS NOT ACCEPTABLE IF AVAILABILITY OF A COURSE IS THE ISSUE):

 $TOPIC\ TO\ BE\ INVESTIGATED\ (PHRASE\ THIS AS\ ACADEMIC\ INQUIRY;\ WHAT\ LEARNING\ OBJECTIVES\ ARE\ ESTABLISHED):$

METHODS OF INQUIRY (SOME LEVEL OF DETAIL NECESSARY TO SUPPORT THE ASSESSMENT IS REQUIRED):
INSTRUCTOR'S METHOD OF ASSESSMENT: (WHAT OUTCOMES ARE CONTRACTED BETWEEN THE STUDENT AND INSTRUCTOR THAT CAN FAIRLY BE THE BASIS OF A GRADE):
Student's Signature indicates approval of the contract specified above. Date
Instructor's Signature indicates approval of the contract specified above Date

Dean CGPS Approval/Date

Department Head Approval

/Date

CGPS Graduate Programs

2005-2006



Business

MBA
Business
Administration

Master of Business Administration
Dr. Sheila Foster, Director, 843-953-5257
mbadirector@citadel.edu
School of Business Administration

Mission Statement:

The mission of the School of Business Administration is to educate and develop leaders of principle to serve a global community.

Admission requirements:

Applicants will be admitted to the MBA program on the basis of scholastic achievement and aptitude for graduate study. Other qualities appropriate to graduate study are also considered. Anyone holding a bachelor's degree from an accredited college or university (one recognized by the Council on Post secondary Accreditation) is eligible for consideration. Prior study in business and/or economics is not a requirement for admission.

All material must be received by the CGPS Office on or before the following dates to assure consideration to the MBA program.

Semester to begin: Admission material due:

Fall August 1st
Spring December 1st
Summer April 1st

To Apply:

- 1. Complete and return a graduate application form, along with appropriate application fee, to the College of Graduate & Professional Studies (CGPS), Bond Hall Room 101.
- 2. Submit official transcript(s) to the CGPS Office. Students whose degrees are from colleges or universities outside the United States may be required to have transcripts translated by an academic credential evaluation organization recognized by the College of Graduate and Professional Studies.
- 3. Take the Graduate Management Admissions Test (GMAT) and submit an official copy of the scores to the CGPS Office. The GMAT must be taken within the last five years for The Citadel to accept the scores. Scores on other graduate entrance exams, such as the GRE, are not acceptable substitutes. Applicants who have an earned doctorate degree are not required to submit a GMAT score. The minimum acceptable score on the GMAT is 410.
- 4. Submit two letters of reference to the CGPS Office. These may be from faculty members where undergraduate work was done and/or from associates in business or military service. Submit a resume detailing with previous work experience. References should be able to evaluate candidate's potential to do graduate work in business.
- 5. Submit a resume detailing previous work experience.
- 6. Submit two brief essays that answer the following questions:
- a. How have your education, knowledge, experience and skills

prepared you for graduate business education, and how will these help you contribute to the program's educational community? b. What do you hope to gain from your graduate education, both during the process and in the future?

- 7. Submit aTOEFL score. This test is required of students whose native language in not English. The minimum score is 550.
- 8. The MBA Committee and/or the MBA Director may request an interview with the applicant.

Provisional status: Some students may be admitted on a provisional basis. The Director of the MBA program makes such admissions on a case-by-case basis. The student will remain on provisional status until he/she has successfully completed BADM 603, BADM 604, BADM 605, BADM 606, BADM 607, BADM 608, BADM 609, and BADM 612 with no grade lower than "B" and a GPR of at least 3.0; at that time the student will automatically be changed from provisional to regular status.

Rejection for admission: During the admission process, the student's records will be reviewed and results communicated in writing to the student. If the application is rejected, a student may petition the MBA Committee through the MBA Director for reconsideration, citing any extenuating or mitigating circumstances.

Program Requirements:

Students are required to complete 48 hours of graduate study, including fourteen required courses and four elective courses. A maximum of two courses (6 hours) may be transferred in from an approved MBA program at another institution.

Students are expected to complete all degree requirements within a six-year period from the time of registration in their first graduate course at The Citadel.

Basic courses: BADM 601, BADM 603, BADM 604, BADM 605, BADM 606, BADM 607, BADM 608, BADM 609, BADM 610 and BADM 612 are basic courses for more advanced work. Students should successfully complete these courses with a GPR of 3.0 or better before taking the advanced or elective courses. Any prerequisites for basic, advanced, or elective courses must be met.

Course load: A student typically takes no more than two courses per semester. Any student planning to take more than six hours in the fall or spring or more than three hours in a summer session must secure advance permission from the MBA Director. Students enrolled in a full-time program at another institution may enroll in only one course at The Citadel during any term.

A written request to take more than the typical course load must be made to the MBA Director at least two weeks prior to the beginning of the semester for which an overload is being sought.

Required Program:

REQUIRED BASIC COURSES

BADM 601 Financial Accounting for Decision Making, 3 credit hours

BADM 603* Managerial Accounting for Decision Making, 1-1/2 credit hours

BADM 604 Statistics and Quantitative Methods for Decision Making, 3 credit hours

BADM 605* Fundamentals of Finance, 1-1/2 credit hours
BADM 606 Economics for Decision Making, 3 hours
BADM 607 Organizational Theory, 1-1/2 hours
BADM 608 Professional Communications, 3 hours
BADM 609* Foundations of Marketing, 1-1/2 hours

BADM 610 Legal and Ethical Environment For Decision Makers, 3 hours

BADM 612* Management Information Systems, 3 hours

Total Required Basic Courses: 24 hours

REQUIRED ADVANCED COURSES

BADM 614 Financial Management, 3 credit hours BADM 616 Marketing Management, 3 credit hours BADM 618 Organizational Behavior, 3 credit hours

BADM 635 Strategic Management, 3 credit hours

Total Required Advanced Courses: 12 hours

ELECTIVE COURSES - 4 courses selected by the student:12 hours TOTAL HOURS: 48 hours

*See course description for prerequisite courses that must be taken first.

Exempting Basic Required Courses:

Some students may be able to exempt BADM 601, BADM 603, BADM 604, BADM 605, BADM 606, BADM 607, BADM-608, BADM 609, BADM 610, or BADM 612 based upon prior appropriate undergraduate or graduate course work in which the applicant had made a grade of "B" or better. Exempted courses do not require replacement with other courses. The MBA Administrator will determine how much credit an MBA applicant qualifies for, and the letter of acceptance into the MBA program will list any courses the applicant may exempt. Except as noted, all courses being considered must have been completed within the last five years.

<u>Number</u>	Requirement to Exempt
BADM 601	Undergraduate Accounting Major
BADM 603	Undergraduate Accounting Major
BADM 604	Undergraduate Courses in Statistics AND Production (QM, Prod.Ops, Ops Research, etc)
BADM 605	Undergraduate Course in Finance
BADM 606	Undergraduate Economics Major
BADM 607	Undergraduate Course in Organizational behavior
BADM 608_	_Undergraduate Communications Major

BADM 609 Undergraduate Course in Marketing

BADM 610 Approval of the For Decision Makers Law

professors.

BADM 612 Undergraduate MIS Degree within the last two years

Transfer Credit: A maximum of six hours credit for graduate courses from an accredited institution (including consortia and AACSB-accredited institutions) may be approved for transfer (except BADM-635), provided: (1) those courses are determined to be equivalent to one of the advanced or elective courses at The Citadel, (2) grades of "B" or better were received in the courses being considered, and (3) credit was earned within the five years prior to admission into The Citadel MBA program.

Grading: All students are expected to maintain high academic standards. Any student who receives an "F" in any class or "C's" in more than 6 hours of credit will be dismissed from the MBA program for academic insufficiency. Note: An incomplete "I" is converted to an "F" if the work is not completed within the guidelines established by The Citadel.

Students who earn "C's" in six hours of coursework or who allow their grade point average to fall below 3.0 will receive written notification of the imminent danger of their termination from the program. These students must submit any required documents to the MBA Director to be considered for continuance in the program and may be subject to a one-semester suspension until these documents are received and considered.

Requirements for Graduation: The degree of Master of Business Administration may be conferred upon those students who successfully complete the 48 hours of graduate course work as specified above with a grade-point ratio (GPR) of 3.0 or better on hours earned at The Citadel. Completion of more than 48 credit hours of advanced graduate coursework will only be allowed (for exceptional circumstances) with approval of the Director of the MBA program. Additional hours may not be used to increase GPR to the 3.0 required for graduation.

Appeals Policy: Students who believe that there are circumstances surrounding their academic status which make a dismissal action unfair or inappropriate may appeal that action initially to the MBA Committee. All appeals should be made in writing and addressed to the Director of the MBA Program at The Citadel, School of Business Administration, 171 Moultrie Street, Charleston, South Carolina 29409.

Basic REQUIRED Courses:

BADM-601—Financial Accounting For Decision Making

Three Credit Hours

This course introduces students to financial accounting. It emphasizes identifying and interpreting relevant accounting information for decision-making by external users.

Prerequisite: None

BADM-603—Managerial Accounting

1.5 Credit Hours

This course covers selected managerial accounting topics, emphasizing the need for identifying and interpreting relevant information for decision-making by internal users. The focus is on issues a manager might confront, including behavioral and ethical aspects. Topics include cost/volume/profit analysis, budgeting, and cost accounting systems.

Prerequisite: BADM 601

BADM-604—Statistics and Quantitative Methods for Decision Making

Three Credit Hours

This course equips students with quantitative and statistical techniques that can be applied to real-life business situations. Students use computer software to analyze data and communicate the results to decision makers.

Prerequisite: None

BADM-605—Fundamentals of Finance

1.5 Credit Hours

This introductory course in finance builds on principles presented in the first two accounting courses (BADM 601 and 603) and introduces the student to new financial principles. Students will learn the essential tools used in the financial management of businesses.

Prerequisite: BADM 603

BADM-606—Economics for Decision Making

Three Credit Hours

This course introduces students to microeconomics (the study of individual economic units, including product markets, individual consumers, and firms) and macroeconomics (the study of broad economic aggregates such as gross domestic product).

Prerequisite: None

BADM-607—Organizational Theory

1.5 Credit Hours

This course is an introduction to theories developed through systematic studies of the individual, the group, and organizational processes that have led to a better understanding of effective methods of analyzing critical organizational issues, applying sound strategies, and developing effective leadership, motivational, and team-building skills.

Prerequisite: None

BADM-608—Professional Communications

Three Credit Hours

This course provides insight on the role of organizations as communications systems in which effective writing and speaking are crucial. Emphasis is on developing awareness of verbal and written styles, interpersonal skills, and creating a repertoire of

writing and speaking strategies. The course objectives include (1) to introduce the student to written and oral communication strategies as well as the interpersonal communication skills for the business organizational environment, and (2) to raise the student's level of communication competence through the application of these strategies and skills.

Prerequisite: None

BADM-609—Foundations of Marketing

1.5 Credit Hours

This course involves a comprehensive study of the theories, concepts, and perspectives within the field of marketing that provide the framework needed for the modern executive. Subjects covered include domestic environmental influences, decision variables, research and consumer models, global opportunities, and others. Key tools used in managerial analysis will also be discussed.

Prerequisite: BADM 606

BADM-610—Legal and Ethical Environment for Decision Makers

Three Credit Hours

This course introduces the framework of law and ethics within which businesses operate and provides the student with a broad understanding of common law (contract, tort, and property) as well as statutory, administrative, and Constitutional law.

BADM-612—Management Information Systems

Three Credit Hours

This course introduces the student to the vocabulary of Management Information Systems (MIS) and explores how organizations are using information technology for a competitive advantage and redefining the way in which they interact with their stakeholders.

Prerequisites: Basic word processing, spreadsheet, and presentation software skills.

Advanced REQUIRED Courses:

BADM-614—Financial Management

Three Credit Hours

This course continues the study of the structure and principles of business financing, with special emphasis on planning and control. Through case studies students gain skill in using available financial information for decision-making.

Prerequisites: Financial Accounting for Decision Making (BADM 601); Managerial Accounting for Decision Making (BADM 603); Statistics and Quantitative Methods for Decision Making (BADM 604); and Fundamentals of Finance (BADM 605).

BADM-616—Marketing Administration

Three Credit Hours

This course examines how organizations gain and maintain a competitive advantage in a dynamic era. The course emphasizes the analysis of marketing decisions involving product, price, promotion, and distribution variables. Global opportunities are investigated.

Prerequisites: Financial Accounting for Decision Making (BADM-601); Managerial Accounting for Decision Making (BADM-603); Economics for Decision Making (BADM 606); and Foundations of Marketing (BADM-609).

BADM-618—Organizational Behavior

Three Credit Hours

This course prepares students to develop skills in applying effective leadership, motivational, and team-building strategies in diverse work environments at the individual and organizational level. The objective is to learn how to describe and analyze critical

organizational issues and to apply sound strategies to manage them effectively. This course builds on basic knowledge obtained in undergraduate organizational behavior or BADM 607 and BADM608 in communicating and presenting clear messages and in applying analytical tools.

Prerequisites: Organizational Theory (BADM 607) and Professional Communications (BADM 608).

BADM-635—Strategic Management

Three Credit Hours

This comprehensive and integrative MBA capstone course pulls together the concepts, tools, and approaches taught in all the required courses. Through cases that place students in diverse managerial situations, the course emphasizes the application, execution, and resolution of multi-dimensional problems. The course emphasizes the strategic management of the business unit and the development of a paradigm for strategic analysis, as well as matching internal processes with the implementation of diverse objectives. The focus is on corporate strategy and the role of leadership in improving performance.

Prerequisites: All basic and advanced required courses

Elective Courses:

BADM-607—Business and Economic Forecasting

Three Credit Hours

This course addresses the important function of strategic planning. Planning requires accurate forecasts of future sales, capacity, market size, prices, and a myriad of other variables that determine the long-run profitability of the firm. This course will help the student understand and create forecasts for the firm, industry, and the economy. Techniques include smoothing, time series analysis, and regression analysis.

Prerequisites: Statistics and Quantitative Methods for Decision-Making (BADM-604); Economics for Decision-Making (BADM-606).

BADM-622—International Business

Three Credit Hours

In this course students study the trend toward internationalization, explore the terminology used in international business, and, via case studies and examples, demonstrate the problems and advantages of the internationalization process.

BADM-624—Negotiation Strategies

Three Credit Hours

Negotiation, the art and science of creating agreements between two or more parties, introduces students to the effective use of power, persuasion, influence, and control in modern organizations. In this course students first apply theories developed as guides to improving negotiating strategies (the science) and, second, develop and sharpen negotiating skills through realistic cases (the application) with an emphasis on preparation, bidding, and distributive and integrative bargaining techniques.

BADM-650—Seminar in Business Administration

3 Credit Hours

Students desiring to perform advanced study and/or research in a particular area may elect this course. Special topics covered

within the seminar are at the discretion of the instructor. Recent seminar topics include:

Exceptional Customer Service: This exciting elective deals with all aspects of exceptional customer service as a business strategy to remain competitive and increase profitability. Topics include customer wants and needs; communicating great service; dealing with challenging customers; customer loyalty, retention, and feedback; uses of technology to enhance service, and many others. The course includes a project in which students study and report on service in a local business.

Project Management: Project managers assist businesses in accomplishing unique tasks with limited resources under varying time constraints. This course covers the project management process from a managerial perspective, including the use of software products such as Crystal Ball and MS Project.

Ethics In Decision Making: This is an applied course in business ethics. This course addresses an issue of increasing importance in the conduct of business. Recent court cases have highlighted the importance of ethical conduct by organizational leaders and educating employees in role of ethical behavior in for profit and not for profit organizations. The course topics range from basic definitions of ethics to discussion of current issues. The course is supported by outside readings, research projects, case studies, and outside speakers. Students who complete the course should be capable of analyzing and developing code of ethics for organizations.

Web Site Design: This course works with the Macromedia Web Design Studio software and Adobe Photoshop to plan, develop, create, and maintain a professional web site. The course covers web site design, usability, and preparation of graphics for the web, persistent navigation, animations, forms, and accessibility. Principles of professional web design are stressed. Students learn how to publish and maintain a web site and how to get the site listed in search engines. Students will work on an actual web site for a business, organization, or institution. Prerequisite: Basic knowledge of HTML and a familiarity with the Windows environment.

BADM-653—Advanced Topics in Information Technolog Three Credit Hours

The topics covered in this course may include expert systems, decision theory, decision support systems, artificial intelligence, telecommunications, and/or other contemporary issues in information technology.

Prerequisite: Management Information Systems (BADM-612).

BADM-654—Contemporary Accounting and Advanced Problems

Three Credit Hours

This course explores the current issues in the field of accounting. Particular issues covered in any given semester will be selected by the course professor and announced at the time of registration. Prerequisite: Financial Accounting for Decision Making (BADM-601) and Managerial Accounting for Decision Making (BADM-603).

BADM-655—Entrepreneurship

Three Credit Hours

This course is designed for students interested in creating a business venture, acquiring an existing business, working in industries that serve the entrepreneur, or who wish to become familiar with the concepts, issues, and techniques of new venture creation and entrepreneurship. Tools to be developed include recognition of a venture opportunity, acquisition of information on resources needed for venture creation and survival, development of competitive marketing strategies, and international opportunities.

BADM-656—Financial Institutions

Three Credit Hours

This course analyzes financial markets and institutions, emphasizing the role, structure, and activities of financial intermediaries. The dynamic pattern of financial flows is analyzed by flow-of-funds analysis. The decision processes and market impact of both the suppliers of credit and the users of these funds are examined. The nature of economic and regulatory policy and its impact on markets and institutions are emphasized throughout.

Prerequisite: Fundamentals of Finance (BADM-605) and Financial Management (BADM-614).

BADM-658—Investments

Three Credit Hours

This course explores the practical aspects of investment analysis germane to evolution of market securities and derivative instruments evaluation, portfolio analysis and performance evaluation, sources of printed and Internet investment information, and the formulation of investment policies and strategies. Prerequisite: Economics for Decision Making (BADM-606).

BADM-662—Consumer Behavior

Three Credit Hours

This course consists of the study of domestic and international models of consumer behavior, including key variables from the behavioral sciences. Course content includes research methodologies, case studies, applications to decision-making, and an original student research project.

Prerequisite: Foundations of Marketing (BADM-609) and Marketing Administration (BADM-616).

BADM-664—Production/Operations Strategies for Manufacturing and Service Industries

Three Credit Hours

This course builds upon previous course work to provide a basis for development of a coherent operations strategy to support the firm's competitive strategy. Using case studies, course content is based upon the programs that have proved successful in global firms and covers process choice, product development, order coordination inside and outside the firm, and methodologies for developing technology and operations strategies.

Prerequisites: Financial Accounting for Decision Making (BADM-601); Managerial Accounting for Decision Making (BADM-603); Statistics and Quantitative Methods for Decision Making (BADM-604); Economics for Decision Making (BADM-606); and Professional Communications (BADM-608).

BADM-667—Human Resource Development

Three Credit Hours

Human Resource Development (HRD) as a field involves the learning, development and behavior of humans in social systems. These systems include, but are not limited to, workforce, education, and family. Research from Management Science, Education, Psychology, and Sociology strengthen HRD theory and practice. The purpose of this course is to explore the integration of the individual into work organizations by examining work issues in learning, training, leadership, and psychosocial development. A primary focus of this course is on applied performance management informed by human sciences research as a tool that can be applied to productivity. Prerequisites: None

BADM-668—Human Resource Management

Three Credit Hours

This course is designed to provide students with an understanding of the meaning of "selection" in the broadest sense (from pre-entry, through entry, to exit from an organization) and of the legal, ethical, economic, and environmental mechanisms that affect organizations. The objective is to prepare students to identify and design employee selection systems, to demonstrate job-relatedness of criteria, and to aid in personal career strategies.

BADM-669—Research Methods

Three Credit Hours

This course provides students with the requisite knowledge and skills necessary for carrying out the research process from research design to the analysis and presentation of results. Many quantitative techniques may be applied in the data analysis, including (but not limited to) parametric and nonparametric statistical techniques, estimation, and statistical inference. Prerequisite: Statistical and Quantitative Methods for Decision Making (BADM-604).

BADM-672—International Marketing

Three Credit Hours

This course examines detailed analysis of theories, issues, and decisions facing the global marketing manager. Emphasis is on small and large firms, innovative applications, workshops, and original research projects.

Prerequisite: Foundations of Marketing (BADM-609) and Marketing Administration (BADM 616).

BADM 673-International Management

Three Credit Hours

This course is designed to provide students with an understanding of the issues facing international managers and the environment of the Global Market place. Some of the challenges include: accommodating different currencies, dealing with a multiplicity of governments, operating effectively in diverse legal environments, being sensitive to and avoiding problems that may arise from cultural differences among people, and the formulation of effective strategies in the complex global environment.

BADM 674 - Internet Resources for Managers Online

Three Credit Hours

This online course introduces students introduces MBA students to the resources available through the WWW that support all functional areas of business. In this course you will find, analyze, and report on resources for management, strategy, accounting, finance, marketing, information resources, communication, international business, and others. Although not a web site development course, as part of the course, you will learn to create basic web pages that contain tables, graphics, background images, and hyperlinks.

BADM 675 - Business and Economic Forecasting

Three Credit Hours

This course addresses the important function of strategic planning. Planning requires accurate forecasts of future sales, capacity, market size, prices, and a myriad of other variables that determine the long-run profitability of the firm. This course will help the student understand and create forecasts for the firm, industry, and the economy. Techniques include smoothing, time series analysis, and regression analysis.

Prerequisites: Statistics and Quantitative Methods for Decision Making (BADM 604); Economics for Decision Making (BADM 606).

BADM-676--Leadership in Organizations: Knowing, Learning and Acting In Turbulent Times.

Three Credit Hours

This courses focuses on developing organizational leadership skills. It posits that we live in unusually turbulent times that test the mettle of leaders. Its focus is on first knowing how to understand oneself through the use of personality instruments and reflective exercises, learning effective strategies for leadership, and acting through a variety leadership techniques to build effective organizations.

Prerequisites: None

BADM-690—Independent Study

Three Credit Hours

This is an advanced course that may be taken by graduate students desiring to engage in a research/scholarly project of mutual interest to the student and the faculty member who directs the study. The course is intended to be rigorous. The course structure, evaluation process, and expected outcomes should be clearly delineated by the instructor in advance. Prerequisite: Advanced graduate standing and permission of the instructor, the MBA Program Director, or Department Head and the Dean of Business.





MAT:

Biology,

English,

Mathematics,

Physical Education,

Social Studies

ME:

Counselor

Education,

Education Leadership,

Reading

Ed.S.:

Superintendency

SCHOOL OF EDUCATION Graduate Programs

The purpose of the Graduate Programs of the School of Education is to serve the people of the Lowcountry, the state of South Carolina and the Southeast by providing high quality programs in the areas of professional education and school counseling. The School offers programs to prepare secondary school teachers, school counselors, reading teachers and consultants, and educational administrators.

The Citadel has been involved in the preparation of teachers since the creation of the School of Education and Psychology in 1929. In 1954 the School of Education was approved as a separate department. Master's degree programs for teachers and Master's degree programs for prospective counselors were authorized in 1968. Master's degree programs for school administrators were authorized in 1970. The Educational Specialist degree in educational administration was approved in 1975 and the Educational Specialist degree in school psychology was approved in 1980.

Prior to 1974 the South Carolina State Department of Education approved The Citadel's educational preparation programs. In 1974 all professional education programs offered by the College were initially accredited by the National Council for Accreditation of Teacher Education (NCATE). Both state-approved program status and national accreditation have been continuous since they were initially granted. The most recent SCDE, CHE, and NCATE program reviews, conducted in the spring of 2000, resulted in continuing program accreditation approval. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) granted accreditation in July 2005 to the School Counseling Programs which offers a Master of Education in Counselor Education.

Statement of Philosophy:

The philosophy of the School of Education at The Citadel is based on five fundamental propositions. These propositions serve to orient the mission and conceptual base of the School, guide the actions and value system of the faculty, shape the curricula of the various programs, and provide to its faculty their sense of purpose and meaning for teaching, scholarship, and professional service. These five propositions are:

- (1) The faculty is committed to promoting education for all individuals to the fullest extent possible. With the implementation of appropriate teaching and assessment strategies, a fundamental guiding belief is that all students, though having unique learning styles and experiences, are capable of learning.
- (2) It is the educator's responsibility, with the aid of appropriate resources and support, to establish a mutually respectful environment where effective learning occurs for all students.
- (3) Education is a systematic effort to facilitate the knowledge, skills, attitudes, and values necessary for the student to function in a diverse society.

- (4) The faculty is committed to upholding the highest professional standards in all situations in which they model these standards to students through their teaching, research, and service endeavors.
- (5) The faculty is committed to an open interchange of ideas wherein the perspectives of all are valued.

The School's Mission:

The mission of the School of Education at The Citadel is to support the development and preparation of individuals who are *knowledgeable* about the learning process and learners and who are *effective*, *ethical*, and *reflective* educators prepared to assume *leadership* roles in the profession and community. Further, with a focus toward *learner-centered* education, they are effective in educating a diverse learner population to high academic standards. The mission is based on the School's philosophy and conceptual model. It is composed of seven goal statements and their inherent performance indicators.

GOAL 1: To prepare school personnel who are well grounded in the School's "Leadership for Learner-Centered Education" knowledge and conceptual base.

GOAL 2: To prepare school personnel who integrate theory and research into practice.

GOAL 3: To prepare school personnel who uphold the highest professional and ethical standards.

GOAL 4: To prepare school personnel who will serve as leaders in education at the local, state, regional, and national levels.

GOAL 5: To prepare school personnel to serve a rapidly changing and diverse society.

GOAL 6: To prepare school personnel who are committed to life-long personal and professional development.

GOAL 7: To model for school personnel the highest professional standards through the faculty's efforts in teaching, research, and service.

The School's Conceptual Model

The School of Education has adopted and is implementing **Leadership for Learner-Centered Education** as its knowledge base and conceptual framework. This conceptual model serves to orient all programs of the School toward maximizing the learning of an individually and culturally diverse student population.

This conceptual framework for developing professional leaders, focused toward a learner-centered education, is well grounded in the extant research, the values and current thinking of our profession, and best practices related to teaching, learning, and schooling, as well as other domains of knowledge related to the development of knowledgeable, ethical, reflective leaders in the profession of education who are not only effective but also directed toward excellence in all their efforts. The conceptual framework is designed to explicate the purpose and goals of the programs and describes how the programs are organized to reach desired outcomes.

Our programs in the School of Education are designed to produce educators who are **knowledgeable** about learners and the learning process, as well as produce **effective**, **reflective**, **ethical** personnel who are prepared to assume **leadership** roles in the professing and the community.

Learner-centered education is defined by McCombs and Whisler (1997) as "the perspective that couples a focus on individual learners (their heredity, experiences, perspectives, backgrounds, talents, interests, capacities, and needs) with a focus on learning (the best available knowledge about learning and how it occurs and about teaching practices that are most effective in promoting the highest levels of motivation, learning, and achievement for all learners)." This dual focus, then, informs and drives educational decision making. Leadership focused toward learner-centered education in this perspective embodies the learner and learning in the programs, policies, teaching and supervision that support effective learning for all students. Administrators are responsible for developing, maintaining, and enhancing a school environment that promotes effective learning. They are also responsible for assuring that teachers are knowledgeable about their students and how learning best occurs. Teachers are responsible for having classrooms that promote effective learning for all. School counselors are concerned with improving both the conditions for learning (parent education, classroom environment, teacher attitude) and assisting all learners in developing to their fullest potential.

The School's Web Site

The School of Education has a diverse faculty with a wide array of teaching and research interests. Additional information on these interest as well as other departmental highlights, initiatives and activities can be viewed on the School of Education's web site: www.citadel.edu/education.

Admission Procedures

The minimum acceptable score for admission for all degree programs is a score of 396 on the Miller Analogies Test (MAT)* or 900 on the Graduate Record Examination (GRE). Students who score between 380 and 395 on the MAT or between 750 and 899 on the GRE may apply for provisional status. A student with provisional status who completes 6 semester hours and maintains a 3.50 GPA may be classified as regular degree-seeking status (see respective programs for additional requirements). Regular admission status is granted only upon completion of all admission requirements, documentation, and respective program requirements. * Students who have taken the MAT prior to October 2004, the minimum score accepted is 40, or a score of 30-39 to apply for provisional status.

Master of Arts in Teaching (MAT)
Biology (7-12), English Language Arts
(7-12), Mathematics (7-12), Physical
Education (K-12), and Social Studies (712)

School of Education: 843-953-5097

Education Advisors:

Linda Elksnin, elksninl@citadel.edu
Stephenie Hewett, stephenie.hewett@citadel.edu
Renee Jefferson, renee.jefferson@citadel.edu
Kathryn Richardson Jones,
kathryn.jones@citadel.edu

Judy Lehr, j.lehr@citadel.edu

Content Area Advisors:

Biology, Alix Darden, dardena@citadel.edu
English, David Allen, allend@citadel.edu
Mathematics, Stephen Comer,
steve.comer@citadel.edu

Physical Education, Josey Templeton, josey.templeton@citadel.edu
Social Studies, Michael Barrett,

michael.barrett@citadel.edu

Mision Statement:

The Master of Arts in Teaching (MAT) program is designed for students seeking initial teacher certification in the fields of Biology, English Language Arts, Mathematics, Physical Education, or Social Studies. The program shares the philosophy and conceptual base of the School of Education: Leadership for learner-centered education. Students will study learner-centered education in their courses and make its principles a part of their own philosophy. In addition, students must demonstrate an understanding of essential knowledge and its application to the classroom through field experiences and a professional internship. Some of those areas of knowledge include human development, education foundations and research, as well as an understanding of the academic content the student proposes to teach.

Admission Requirements:

1.Complete and return an application form along with the appropriate application fee to the College of Graduate & Professional Studies (CGPS), Bond Hall room 101.
2.Submit official transcript(s) to the CGPS office.
3.Successfully complete either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). GRE minimum acceptable score is a verbal and math combination of 900. MAT minimum is a raw score of 396.*

*Students who score between 750-899 on the GRE or 380-395

on the MAT may apply for provisional status. Under provisional status, students may enroll for only one semester of 6 hours. If the student maintains a 3.50 GPA under provisional status, they may be considered for degree seeking status the following semester. Students who score 379 or below on the MAT or 749 or below on the GRE will not be admitted.

Program Requirements:

The program assumes a substantial undergraduate preparation in the proposed certification area. It is the responsibility of the student, and a requirement of the degree program to submit transcripts of previous academic work to the program advisor. Through a dual advisement system that includes content and education faculty, transcripts will be evaluated and a program of study will be developed for each student. Additional undergraduate course work may be required. The program of study will include work in professional education and a content field. At the outset, it should be recognized that programs of study are highly individualized based on their prior preparation of the teacher candidate and hours for completion vary among students.

In addition to the regular admission requirements of the College of Graduate and Professional Studies, each MAT student must complete and pass the Praxis II Examination in the content field in which the student seeks certification. A passing score, using South Carolina standards (www.ets.org/praxis/prxsc.html), must be achieved prior to placement in the Professional Internship. Further, to meet South Carolina requirements, internship candidates must submit an Application for Internship, Teacher Certification Application, state required fees, a copy of their social security card, and fingerprints for FBI/SLED background check to the Field Experiences Coordinator for submission to the state by the deadline for the intended semester of internship. (January 15 for fall semester internship and May 1 for spring internships)

Completion of the approved program will qualify the student for a South Carolina teaching certificate/license in their chosen discipline and appropriate grade level(s).

Please note: Effective September 1, 2005, Secondary Teaching Certificates issued by South Carolina State Department of Education will cover grades 9-12 and Middle Grades Teaching Certificates will cover grades 5-8. Additionally, effective July 1, 2006, the PRAXIS- Principles of Learning and Teaching (PLT) pedagogy exam will be required prior to the issuance of an initial certificate.

Required Program:

1. Core Requirements

The following courses MUST be taken prior to any other professional education courses. Courses in the content field may be taken prior to or concurrent with this required core.

EDUC 500 - Foundations of American Education*

EDUC 512 - Data Collection and Analysis

EDUC 514 - The Exceptional Child in the School *

PSYC 500 - Human Growth and Development ** EDUC 536- Educational Psychology EDUC 522 - Critical Educational Issues in a Multicultural Society+

*Not required for Physical Education students. Alternate requirements are listed under required content area courses.

**Not required for MAT in Mathematics.

+The last course in the core requirements, EDUC 522, should be taken the semester prior to the Professional Internship.

2. Professional Requirements

The professional requirement courses should be taken after the Core Education Courses have been completed. Content courses may be taken prior to or in conjunction with all of these courses except the Professional Internship. The student must recognize that the Professional Internship requires that a minimum of 60 full days be spent in the school. During the Internship, it will not be possible for the student to take any additional courses or be employed.

EDUC 501- Methods and Materials of Middle and High School Teaching *

EDUC 592- Teaching Reading in Middle and High School -Content Areas*

EDUC 520 - Professional Internship

*Not required for Physical Education students. Alternate requirements are listed under required content area courses.

3. Content Field

For Biology and Social Studies, 9 graduate hours in a content field is a minimum. For candidates in English, a minimum of 12 graduate hours is required. For Mathematics and Physical Education programs, courses required at the graduate level are noted below. Transcripts will be evaluated against the following list of required courses in the possible certification areas of the MAT program. Guidelines from the South Carolina State Department of Education, NASPE, NCSS, NCTE, NCTM, NMSA, and NSTA are used to determine courses for each program which students have taken in either graduate or undergraduate levels. Each student is assigned an advisor from the School of Education and from the respective content area that he or she has chosen. Both advisors examine transcripts and develop a program of study for the students.

To complete the program and be eligible for certification, in addition to education courses, students must have taken all of the content area courses below. Further, it is the responsibility of the teacher candidate to make sure that they have credit for prerequisites for each required course. In the event that all of the following have been taken prior to matriculation into this program, additional graduate work in the content field will be required.

Master of Arts in Teaching-Biology

successfully completed on the graduate level Anthropology - 1 course

ANTH 201 or ANTH 202 or ANTH 501 Biology Survey - 2 courses

Note: At least 3 of the course requirements listed below must be

BIOL 101 with BIOL 111 and BIOL 102 with BIOL 112 or BIOL 130 with BIOL 131 and BIOL 140 and BIOL 141 Cell Biology with lab- 1 course

BIOL 205

Chemistry with lab- 2 courses

CHEM 103 with CHEM 113 and CHEM 104 with CHEM 114 or CHEM 151 with CHEM 161 and CHEM 152 with CHEM 162

Ecology with lab- 1 course

BIOL 406 or BIOL 506

Evolution - 1 course

BIOL 208 or BIOL 601

Genetics with lab- 1 course

BIOL 308 or BIOL 508

Geology with lab-1 course for High School Certification 2 courses recommended for Middle School Certification GEOL 201 and 211, GEOL 202 and 212

Anatomy/Physiology with lab - 1 course

BIOL 403 or BIOL 414 or BIOL 502

or BIOL 317 with 327

or BIOL 318 with BIOL 328

Introduction to Physics with lab - 1 course is required, 2 are recommended

PHYS 203 and PHYS 253 or PHYS 204 and PHYS 254 or PHYS 221 and PHYS 271 or PHYS 222 and PHYS 272

Microbiology with lab- 1 course

BIOL 310 or BIOL 607

Biology Methods-select 1 from the following

BIOL 605- Laboratory Methods in Biology

BIOL 606- Field Methods in Biology

BIOL 609- Seminar in Environmental Science

Biology Elective - 1 course

Master of Arts in Teaching - English

Note: ENGL 595 and three of the other courses listed below must be completed successfully on the graduate level. Each candidate's content area program of studies is based on an analysis of his or her undergraduate transcript in relation to NCTE standards.

For MAT English majors, participation in community arts and humanities functions and documentation of integration of the arts into lesson plans created for use in K-12 settings (EDUC 501, 592, 595, and 520) are mandatory.

British Authors - 2 courses

ENGL 201 and 202 or ENGL 203 and 204

American Literature- 1 course

ENGL 215

Public Speaking- 1 course

ENGL 205 or ENGL 206

World Literature -2 courses

ENGL 218/520 and ENGL 219/521

Film Studies- 1 course

ENGL 209/560

Aftican American Literature

ENGL 349/535

Adolescent Literature- 1 course

ENGL 370/552

Literary Criticism- 1 course

ENGL 407/555

Advanced Composition- 1 course

ENGL 413/565

Modern Grammar- 1 course
ENGL 414/553
History of English Language- 1 course
ENGL 415/554
Methods and Materials for English Language Arts
ENGL 595 (Required for all candidates)

Master of Arts in Teaching - Mathematics

The MAT in Mathematics program assumes a substantial undergraduate preparation in mathematics. Therfore, prior to formal admission to the MAT Mathematics program, an applicant must have successfully completed the following courses. Any of these courses not taken prior to admission to The Citadel are added to the candidate's **minimm** of 18 graduate hours in mathematics.

MATH 131	Analytical Geometry & Calculus I
MATH 132	Analytical Geometry & Calculus II
MATH 231	Analytical Geometry & Calculus III
MATH 234	Differential Equations
MATH 240	Linear Algebra
CSCI 110	Fundamentals of Computing
MATH 412	History of Mathematics
or MATH 512	

The following required mathematics courses must be taken at

The Citadel:	
MATH 542	Probability & Statistics
MATH 550	Mathematical Modeling
MATH 532	Modern Algebra
MATH 521	Modern Geometry
MATH 514	Methods for Middle/Secondary Mathematics
MATH 545	Applications of Discrete Mathematics

Master of Arts in Teaching - Physical Education

The MAT in Physical Education program assumes a substantial undergraduate preparation in the sciences. Prior to formal admission to the MAT Physical Education program, an applicant must have successfully completed the following courses.

Prerequisite courses:

Biology or Chemistry or Physics with lab (4 semester hours) Health and Wellness (3 semester hours)

Human Anatomy (3 semester hours) and Human Physiology (3 semester hours) or Human Anatomy/Human Physiology (6 semester hours)

Psychology (3 semester hours)

Statistics or Tests and Measurement (3 semester hours)

Current CPR- First Aid Certification and or Safety-Emergency Responder Certification

Content Field Required Physical Education Courses:

HESS 519	Content and Methods of Teaching Individual
	and Dual Sports
HESS 524	Historical and Philosophical Foundations/
	Principles of Physical Education
HESS 527	Content and Methods of Teaching Health
	Education and Health-Related Aspects of
	Physical Fitness
HESS 528	Content and Methods of Teaching Rhymthic
	Activities and Movement Education

HESS 533	Content and Methods of Teaching
Elementary	School Physical Education
HESS 533	Content and Methods of Teaching
	Elementary School Physical Education
HESS 534	Accomodating Persons with Disabilities in
	Sport and Physical Activity
HESS 536	Content and Methods of Teaching Team
	Sports

Content Field Approved Electives- Undergraduate and graduate transcripts will be evaluated against the following list of content field approved elective courses. Minimum of (9) graduate hours must be taken within the content field approved elective courses.

HESS 540	Research Techniques and Methods of
	Analyzing Research in Physical Education,
	Health, Exercise, and Sport Science I
HESS 526	Physical Education Curriculum
HESS 505	Motor Development and Motor Learning
HESS 525	Scientific Development of Physical Education,
	Health, Exercise, and Sport Science

Master of Arts in Teaching - Social Studies

Note: At least 3 of the course requirements listed below must be completed successfully on the graduate level.

History of World Civilization or Western Civilization -2 courses HIST 105 *and* HIST 106 *or* HIST 103 *and* HIST 104 Survey of U.S. History- 2 courses HIST 201 *and* HIST 202

Introduction to Sociology- 1 course SOCI 201

Principles of Macroeconomics- 1 course BADM 201

American National Government 1 course PSCI 102 or PSCI 502

Cultural Anthropology- 1 course ANTH 202 *or* ANTH 501

Historiography- 1 course

HIST 691

Urban Politics- 1 course

PSCI 302 or PSCI 509

World Geography- 1 course

GEOG 209

or GEOG 511

Teaching of History and Social Sciences or Instructional Approaches to Social Sciences- 1 course

HIST 692 or PSCI 505

3. Field Experiences

Students should understand that many of their education courses require field experiences. These experiences vary from course to course and are related to specific course objectives. All provide opportunities for Master's candidates to develop their pedagogical knowledge and skills. At a minimum, students will be expected to complete 100 hours of field experience prior to the Student Internship. The Internship is s a minimum of 60 full days.

Master of Education in Educational Leadership Specialist in Education in Educational Leadership School of Education, 843-953-5097

Kathy Brown
kathy.brown@citadel.edu
Delbert Jarman
del.jarman@citadel.edu
Kent Murrary
kent.murray@citadel.edu
Kay Woelfel
kay.woelfel@citadel.edu

Elementary and Secondary School Administration and Supervision

Mission Statement:

The mission and goals of the Masters of Education in Education Leadership, Elementary School Administration, and Supervision and Secondary Administration and Supervision are to teach:

- Knowledge of human and public relations problems in education
- New curricular developments and trends
- Skills in practical applications of educational research
- Competence in applying principles of human and group behavior in problem situations.
- Knowledge and competencies in staff personnel administration
- Different leadership and management styles and a clear understanding and working knowledge of Learner-Centered Education.

Admission Requirements:

Admission is not based on a single factor, but on a composite assessment of the following:

- 1. An official transcript of the baccalaureate degree and all other undergraduate work from accredited colleges and universities.
- 2. An overall undergraduate grade point average of 2.5 or a 2.7 ratio for the last 60 semester hours of undergraduate credit.
- 3. One year teaching experience—three years at the appropriate level is required for certification.
- A copy of a valid elementary or secondary teaching certificate.
- Official scores of the Graduate Record Exam (GRE) minimum score accepted is a verbal and quantitative

- combination of 900 or official scores of the Millers Analogies Test (MAT)—minimum score of 396, taken within the past five years.* Students who have taken the MAT prior to October 2004, the minimum score accepted is 40.
- 6. Complete and return application form along with appropriate application fee to the College of Graduate & Professional Studies (CGPS) Office.
- 7. A completed program of study for Elementary or Secondary School Administration and Supervision.

Note: Courses taken prior to official admission or courses taken through other programs do not count toward the School Administration and Supervision program/degree without written approval from the School of Education's Dean.

* The minimum acceptable score for all degree programs is a score of 396 on the MAT or 900 on the GRE. Students who score between 380 and 395 (30-39 if taken prior to October 2004) on the MAT or between 750 and 899 on the GRE may apply for provisional status. Students may enroll for one semester under provisional status. Students may enroll for only one semester of 6 hours and maintain a 3.5 GPA in order to be classified as a degree seeking student. Regular admission is granted upon completion of college requirements and respective program requirements including the completion of a program of study with advisor.

Admission Requirements for Certification Only:

Applicants who hold a valid teaching certificate and a master's degree in a different area of professional education but wish to add administration certification must provide the following admission materials:

- 1. An official transcript of the Master's degree.
- 2. A copy of the valid teaching certificate.
- A copy of the individualized program of study developed between the student and the faculty advisor and signed by the Dean of the School of Education.

Transfer Credits:

School Administration and Supervision applicants may transfer a maximum of six credit hours for graduate courses taken at another institution. Courses accepted for transfer must be parallel to courses within School of Administration and Supervision programs at The Citadel.

Program Requirements:

A total of 39 semester hours must be completed for the M.Ed. in Educational Leadership. In addition to completing all courses, a student who applies for certification as a administrator must:

- 1. Present a minimum qualifying score on the state administrator's examination prior to entrance into the internship
- 2. Validate three years teaching experience at the appropriate level.
- 3. Complete program of study.

4. Complete required courses, 33 hours and two internships (EDUC 661 and EDUC 662 or EDUC 663 and EDUC 664), six hours for a total of 39 credit hours and 300 internship hours. Candidates for administrative internships must submit applications for faculty review. Applicants for spring administrative internships should file an application with their advisor no later than December of the preceding year. Applicants for fall administrative internships should file an application with their advisor no later than August of the year the internship will be completed.

Required Program:

Note: Maximum course load is (6) hours.

1. Core requirements—9 semester hours

All core requirements must be completed prior to or concurrently with registration for any other courses.

EDUC 512 Data Collection and Analysis

EDUC 514 The Exceptional Child in the School

EDUC 522 Critical Educational Issues in a Multicultural Society

2. Professional Requirements—30 semester hours

EDUC 528 School Administration

EDUC 527 Finance and Business Management

EDUC 601 School Law

EDUC 602 Staff Personnel Administration

EDUC 529 Microcomputers and School Management

EDUC 524 Techniques of School Supervision

EDUC 531 Principles of Elementary Curriculum

Development or

EDUC 532 Principles of Middle or High Curriculum Development

EDUC 616 Political Process of Public Education

EDUC 661 Internship in Elementary Administration or

EDUC 663 Internship in Middle or High Administration

EDUC 662 Internship in Elementary Administration or

EDUC 664 Internship in Middle or High Administration

Specialist in Educational Leadership, School Superintendent

The Specialist in Educational Leadership (Ed.S.) Degree is an advanced graduate degree between the Master's and Doctoral degrees. It is a professional degree that provides for a higher level of competence and specialization than the master's degree. The Citadel offers a major in school administration under the Ed.S. program that is intended to prepare school personnel for certification at the superintendent level under South Carolina regulations.

Admission Requirements:

Admission to the Specialist in Educational Leadership Program is not based on a single factor, but on a composite assessment of the following:

1. An official transcript of a Master's Degree with a minimum 3.25 grade point average from an accredited college or university.

- 2. A state certificate in school administration or an administrative position in education.
- A valid teaching certificate and three years teaching experience.
- A completed graduate application form along with the appropriate application fee to the College of Graduate & Professional Studies (CGPS) Office, Bond Hall Room 101.

Note: Courses taken prior to official program admission or courses taken in other programs do not count toward the Specialist in Educational Leadership program/degree without written approval from the School of Education.

Transfer Credit:

Six credit hours of graduate courses, which are appropriate for the major in administration, may be approved for transfer from an accredited institution of higher learning. All additional courses must be taken at The Citadel.

Program Requirements:

A total of 33 semester hours must be completed for the Specialist in Educational Leadership. In addition to the general goals of the school's graduate program, the objectives of the Specialist in Education degree are knowledge of school law, curricular trends, school building trends, and program budgeting: skill in using various techniques for goal setting and problem diagnosis in such areas as instructional programs, staff development, and community relations; skill in decision-making and in evaluating decisions on the basis of subsequent information; knowledge of research in administration, curriculum, human development and staffing; performance behavior in a job setting; knowledge of the role of the school in modern America and the multicultural currents influencing the school; knowledge and skills for performing in a political setting; and, a clear understanding and working knowledge of Learner-Centered Education. A student, who applies for certification as a school district administrator, must meet the following:

- 1. A minimum qualifying score on the state administrator's examination prior to entrance into the internship.
- 2. Validate three years teaching experience at the appropriate level.
- 3. Complete a program of study

After completing the required course work, each administrative candidate must complete two internships (Education 632 and Education 633) for a total of six credit hours and 300 internship hours. Candidates for administrative internships must submit applications for faculty review. Applicants for spring administrative internships should file an application with their advisor no later than December of the preceding year. Applicants for fall administrative internships should file an application with his advisor no later than August of the year in which the internship will be completed.

Required Program:

- 1. Professional Requirements 33 semester hours
- EDUC 606 Superintendency and School Organization
- EDUC 600 Professional Negotiations
- EDUC 619 Assessment of School Programs
- EDUC 598 Curriculum Project
- EDUC 535 Organizational Theory and Behavior
- EDUC 610 Seminar on School Improvement
- EDUC 603 School Plant Seminar
- EDUC 612 Seminar in School Law
- EDUC 614 Seminar in Educational Administration
- EDUC 632 Internship in Superintendency
- EDUC 633 Internship in Superintendency
- Total hours = 33 (beyond the master's degree)

^{*}If EDUC 529 or EDUC 600 were not taken in a master's program, it is a requirement of the Ed. S.

Master of Education in Counselor Education (Elementary or Secondary)

School of Education, 843-953-5097
Stephen P. Scovic, 843-953-6918
steve.scovic@Citadel.edu
Joseph D. Wehrman, 843-953-7087
joseph.wehrman@citadel.edu
George T. Williams, 843-953-2205
Coordinator of School Counseling Programs
george.williams@citadel.edu

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) granted accreditation in July 2005 to the School Counseling Programs which offers a Master of Education in Counselor Education.

Mission Statement:

The mission of the School Counseling Programs at The Citadel is to prepare elementary and secondary school counselors to have the knowledge, skills, and dispositions to be informed leaders, effective and reflective instructional leaders, and ethical and professional leaders who are committed to the provision of a school environment focused toward a learner-centered education.

Program Objectives:

- Reflect current knowledge and positions from lay and professional groups concerning the counseling and human development needs of a pluralistic society;
- 2. Reflect the present and projected needs of a pluralistic society for which specialized counseling and human development activities have been developed;
- Reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating agencies;
- 4. Are directly related to program activities; and
- 5. Are written so that they can be assessed.

Graduates of the Counselor Education Programs are expected to possess:

- An understanding of counseling as an intervention that contributes to the ability of individuals to respond effectively to developmental issues and tasks;
- An understanding of leadership for learner-centered education as a conceptual framework;
- An understanding of the counseling process;
- An ability to integrate theory and research into practice;
- A commitment to preventive, developmental approaches as the keystone of school counselor identity and practice;

- An understanding of how historical, philosophical, and political influences have shaped and affected the development of counseling practice;
- Effective oral and written communication skills;
- Skills to work in a rapidly changing and diverse society including differences as gender, age, socioeconomic status, ethnicity, race, and religion;
- Skills required to work effectively with students' parents, teachers, school staff, and the community;
- An ability to assist clients in responding to stresses and crises generated by changes in family, personal relationships, the school, and the community;
- Skills needed to effectively use technology;
- Leadership qualities in education at the local, state, regional, and national levels;
- A commitment to lifelong personal and professional development; and
- An ability to model the highest professional and ethical standards through counseling, guidance, research, and service.

The School Counseling Programs have also been designed to produce graduates who are able to demonstrate the competencies identified in The South Carolina System for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Perfomance Dimensions (PDs) for School Guidance Counselors (October 2003) as they relate to "Comprehensive Developmental Guidance and Counseling" that include:

- PD1: Long-Range Planning
- PD2: Short-Range Planning: Guidance and Counseling Activities
- PD3: Planning, Development and Use of Assessments
- PD4: Providing Guidance and Counseling Services
- PD5: Providing Consultation Services
- PD6: Coordinating Guidance and Counseling Services
- PD7: Fulfilling Professional Responsibilities

Before students finish nine (9) credit hours of graduate study in the program they must meet with a faculty advisor and complete an official study plan. The faculty advisor, in consultation with other school counseling faculty, reviews the study plan and determines whether the student has made adequate personal, academic, and professional progress during the first nine (9) credit hours. "Unconditional" or "fully classified" status is then given by the Academic Review Board. (Refer to Appendix A: School Counseling Student Handbook 2004, "School Counseling Student Evaluation Form," p.65.)

Students in both the elementary and secondary school counseling programs complete both a School of Education Core and Counselor Education Core (refer to Appendix A: School Counseling Student Handbook 2004, p.17 for a total of 48 credit hours.

Admission Requirements:

Applicants from diverse academic, social, and cultural backgrounds committed to advancing the profession of school counseling are encouraged to apply. Applicants who do not meet a specific requirement (e.g., GPA), but show strength in other requirements will be considered on an individual basis. Admission is not based on any single factor, but on a composite assessment of the following:

- Official transcripts from all college and universities attended.
- 2. A minimum GPA of 3.0 for the last 60 sequential units completed.
- 3. Official scores of the Graduate Record Examination or the Miller Analogies Test taken within the last five years.*
- 4. Three letters of reference, at least two of which should be from instructors or supervisors who will assess a prospective student's academic ability and/or potential for effectiveness in the field.
- 5. A detailed personal statement (1,500 3,000 words) which informs the faculty about the applicant's personal and educational background, strengths and weaknesses, understanding of and motivation and suitability for entering into the school counseling profession, and long-term professional goals. This statement is very important because it enables the faculty to make informed decisions regarding admission.
- 6. Completed graduate application.
- A personal admissions interview with an Academic Review Board to assess personal and professional readiness and satisfactory completion of requirements.
- 8. Completed Program of Study for School Counseling.
- 9. Admissions Questionnaire.

* The minimum acceptable score for all degree programs is a score of 396 on the MAT or 900 on the GRE. Students who score between 380 and 395 on the MAT or 750-899 on the GRE may apply for provisional status. Students may enroll for one semester under provisional status. Students may enroll for only one semester of 6 hours and maintain a 3.50 GPA in order to be classified as degree seeking. Regular admission is granted upon completion of college requirements, including the minimum score of 396 on the MAT or 900 on the GRE and respective program requirements.

Applicants should provide all of the above materials to The Citadel, College of Graduate and Professional Studies, 171 Moultrie Street, Charleston, SC 29409-6250. The application deadlines are March 1st for summer admission, October 15th for spring admission, and June 1st for fall admission.

The formal application in School Counseling at The Citadel is procured from the office of the College of Graduate and Professional Studies, located in Bond Hall 101 or online at www.citadel.edu/admission/g/apply. The telephone number is (843) 953-5089.

All successful applicants are initially admitted in a "conditionally classified" status. Admitted students will receive a letter from the College of Graduate and Professional Studies. It is the student's responsibility to meet with a faculty advisor early in the first term

to prepare an official study plan. Prior to meeting with an advisor, each student should become familiar with the current applicable semester's class schedule, the College of Graduate and Professional Studies Catalog, and the School Counseling Student Handbook. Students are also required to attend School Counseling Town Hall Gatherings each semester.

NOTE: Coursework taken prior to official program admission or coursework taken in other programs does not count toward the school counseling program/degree without written approval from the faculty advisor and the Dean. Students who hold full-time employment shall not register for more than 6 semester hours in any given term.

Admission Requirements for Certification Only:

Applicants who hold a master's degree in another area of professional education or counseling, but wish to add counseling certification, must provide the same admission materials as those students who are degree seeking, with the exception of official test scores:

- 1. Official transcripts from all schools attended.
- 2. A copy of the individualized program of study developed between the student and the faculty advisor and signed by the Dean of the School of Education.
- A personal admissions interview with an Academic Review Board.

Transfer of Credits:

School Counseling applicants may transfer a maximum of 12 credit hours of graduate coursework taken at other institutions. Coursework accepted for transfer must be parallel course work within the school counseling programs at The Citadel. Transfer of credit is not acceptable for the following Citadel courses: EDUC 515, 552, 624, 629, 650, or 651. Transfer of credit approval must be documented in writing by the faculty advisor and the Dean.

Program Requirements:

Students in either program complete both a School of Education core and a counseling core for a total of 48 credit hours. Part of the coursework includes a 600 clock-hour internship in either elementary or secondary school counseling settings. Students are required to earn a minimum score of 550 on the PRAXIS II test for guidance and counseling prior to enrolling in the practicum (EDUC 629). This must be on file at the College of Graduate and Professional Studies.

Before students finish 9 units of graduate study in the program, they must meet with an advisor and complete a study plan form. The board reviews the study plan and determines whether the student has made adequate personal, academic, and professional progress during the first 9 units. "Unconditional" or "fully classified" status is then given by the Academic Review Board.

The study plan specifies required courses for the M.Ed. degree. A

schedule for completion of the courses is devised at this time. The study plan takes into account the prerequisites and sequencing of coursework to meet a student's degree objective.

Field Experience Requirements:

School Counseling students must formally request permission from the faculty advisor to enroll in a practicum or internship. This request is submitted in the form of an application for field experience which must be completed during the term prior to that in which the field experience is sought. The coordinator of the field experiences must approve all field experience applications, which are due by the last Friday in September for spring placements and the last Friday in January for fall placements.

Practicum is the first extended field experience. Students are placed in a school site and work under the supervision of a site supervisor as well as The Citadel instructor. Students are required to spend a minimum of 100 clock-hours in a public school setting as well as attend weekly seminars with other practicum students and The Citadel instructor. Additionally, the PRAXIS II test score for guidance and counseling must be on file at the office for the College of Graduate and Professional Studies prior to application for a practicum placement.

School Counseling students must complete all coursework before placement in an internship setting. Students will be required to spend a minimum of 600 supervised hours in a school setting for internship. The focus of the internship is on experiences that involve the full scope of the school counselor's role and function. Interns are expected to continue the development of skills in individual and group intervention, and participate in classroom guidance, assessment, scheduling, records and other activities that, while not specifically counseling-related, are necessary to support the school counseling and guidance program. Interns are supervised primarily by the field site supervisor, with supervision by The Citadel instructor as well.

Requirements for Graduation:

Students pursuing M.Ed. degrees in School Counseling must complete all course requirements within a 6-year period from the date of initial enrollment. It is a student's responsibility to initiate meeting with a faculty advisor to modify a study plan schedule and to have any changes documented in writing with the faculty advisor's signature.

Students are required to pass a Comprehensive Oral Examination prior to completion of the internship course (i.e., EDUC-650 and EDUC-651). Students should consult with the faculty advisor to schedule a Comprehensive Oral Examination. This exam, one hour in length, is designed to assess general knowledge in the various areas of the school counseling curriculum. Should the oral examination demonstrate substantial gaps in the student's knowledge base, the advisor will provide guidance for remediation and a second examination will be scheduled.

Additionally, the exam will provide an opportunity for the student

to give feedback to the program faculty concerning the quality of other instructional program experiences with the goal of improving the counselor education programs. The exam is conducted by two of the school counseling faculty members.

Required Program:

Based upon these objectives, 48 semester hours of study for Elementary and Secondary School Counseling are offered as follows:

Elementary and Secondary School Counseling (48 Credit Hours Total)

School of Education Core - 12 Credit Hours

*EDUC 500	Foundations of American Education (3 credit hours)
*PSYC 500	Human Growth and Development (3 credit hours)
*EDUC 514	The Exceptional Child in the Schools (3 credit hours)
*EDUC 522	Critical Educational Issues in a Multicultural Society
	(3 credit hours)

Counselor Education Core - 36 Credit Hours

A. Foundations - 18 Credit Hours

EDUC	515	Introduction to the Counseling Profession (3 credit
		hours)
EDUC	521	Program Planning, Management, and Evaluation in
		School Counseling (3 credit hours)
EDUC	550	Career Counseling and Development (3 credit hours)
EDUC	551	Counseling Theories and Practice (3 credit hours)
EDUC	552	Group Counseling (3 credit hours)
EDUC	561	Counseling Diverse Populations (3 credit hours)

B. Research/Appraisal - 6 Credit Hours

EDUC	512	Data Collection and Analysis (3 credit hours)
EDUC	549	Applied Measurement Techniques (3 credit hours)

C. Helping Relationships - 12 Credit Hours

EDUC	624	Advanced Counseling Techniques (Pre-Practicum) (3 credit hours)
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EDUC	629	Practicum in School Counseling (3 credit hours)
EDUC	650	Internship in Elementary School Counseling (3 or 6 credit hours)
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OR		
EDUC	651	Internship in Secondary School Counseling (3 or 6 credit hours)

^{*} Students who have completed an upper division course in one of these areas may request to substitute approved electives for one or more of these courses. Appropriate documentation is required.

^{**}The internship in school counseling consists of 16 weeks of fulltime placement and a total of 600 clock hours. Internships cannot be completed while working full-time in an occupation other than school counseling. Internships may be arranged with the faculty advisor to be completed during two sequential academic semesters.

Master of Education in Reading School of Education, 843-953-5097

Jennifer L. Altieri, 843-953-3162 jennifer.altieri@Citadel.edu Jerald Bullock, 843-953-6984 jerry.bullock@Citadel.edu Dan T. Ouzts, 843-953-5201 OuztsD@Citadel.edu

Mission Statement:

With a quality education that encourages inquiry and study, a comprehensive knowledge of literacy is developed for students who pursue this degree. A comprehensive understanding of the reading process parallels the school's learner-centered conceptual base which provides the knowledge base required for students who pursue this degree.

Whereas the reading major has a mission of literacy, the general goals and objectives of the program are:

- 1. A knowledge of the reading process;
- 2. A knowledge of the skills and comprehension abilities as related to the reading process;
- A knowledge of those skills which are necessary to select, administer, and interpret informal and formal instruments used to assess reading abilities and disabilities:
- A knowledge of the abilities and skills which enhance a wholesome teacher- student-parent relationship in working with students identified as reading disabled and to develop a case study;
- 5. A knowledge of those skills necessary to recognize and accommodate for individual differences in reading instruction;
- A knowledge of planning and enhancing programs as a reading consultant;
- 7. A knowledge of and ability to demonstrate instructional strategies;
- 8. A knowledge of communicating information about reading;
- A knowledge of the relationship of reading to content areas, and
- 10. A knowledge of research in reading education.

Admission Requirements:

- Complete and return application form along with appropriate application fee to the College of Graduate & Professional Studies (CGPS), Bond Hall room 101.
- 2. Submit to the CGPS Office official transcript(s).
- The minimum acceptable score for all degree programs is a score of 396 on the MAT or 900 on the GRE. Students who score between 380 and 395 on the MAT

or 750-899 on the GRE may apply for provisional status. Students may enroll for one semester under provisional status. Students may enroll for only one semester of 6 hours and maintain a 3.50 GPA in order to be classified as a degree seeking (see respective program for requirements). Regular admission is granted upon completion of college requirements, and respective program requirements.

Note: Course work taken prior to official program admission or course work taken in other programs does not count toward the Master of Education in Reading program/degree without written approval from the faculty advisor and the Dean.

Program Requirements:

The Master of Education in Reading is a 45-hour program, which consists of 5 core courses, 8 reading/literacy courses, and 2 additional professional requirements. A program of study which details the degree requirements is completed by the student and the advisor. The student must satisfactorily complete the Praxis II, Introduction to the Teaching of Reading, prior to graduation. Recommendation and verification for certification are completed by the School of Education upon graduation and a passing score on the Praxis II. Recommendation for reading teacher certification in South Carolina requires two years teaching experience. Recommendation for reading consultant in South Carolina requires five years teaching experience. Upon completion of coursework and a satisfactory score on the Praxis II, students are certified as both Reading Teacher and Reading Consultant providing students already possess a valid teaching certificate in the state of South Carolina.

Required Program:

All courses <u>must</u> be taken in sequence as laid out in the program of study.

Core requirements-15 semester hours

EDUC-500 Foundations of American Education
 EDUC-512 Data Collection and Analysis
 EDUC-514 The Exceptional Child in the School
 EDUC-522 Critical Educational Issues in a
 Multicultural Society
 PYSC-500 Human Growth and Development

Professional Educational Requirements-30 semester hours

	*
EDUC-536	Educational Psychology
EDUC-549	Applied Measurement Techniques
EDUC-588	Teaching Reading in the Elementary School
EDUC-589	Methods and Materials in Reading
EDUC-590	Reading Diagnosis and Remediation
EDUC-591	Reading Practicum
EDUC-592	Teaching Reading in the Secondary School -
	Content Areas
EDUC-596	Research in Reading
EDUC-599	Administration/Supervision of Reading
	Programs
EDUC-608	Children's Literature

List of Education Courses:

EDUC-500—Foundations of American Education

Three Credit Hours

This course provides an introduction to the historical, political, sociological, and philosophical foundations of education. Emphasis is on the complex relationship between society and school. Issues regarding race, class, gender, and culture within the educational system are addressed in the context of fostering educational opportunity and ameliorating inequalities. An historical context also is established which allows for critical examination of events, individuals, and ideas that have influenced the development of education in the United States. Through an integration of knowledge in the foundations of education, the course prepares reflective decision-makers who can critically examine various schools of philosophical thought and political issues related to education.

EDUC-501—Methods and Materials of Middle and High

Three Credit Hours

Study of the aims, methods, and materials employed in secondary schools; organization of subject matter; motivation and direction of learning; development of attitudes, appreciations, and ideas; classroom presentation of formal materials; conducting informal activities; provision for individual differences; measurement of educational outcomes; and enhancement of personal and professional growth. The focus of the course is the application of the learner-centered conceptual base in the process of teaching their discipline specialty. A. English; B. Biology; C. Social Studies; D. Mathematics. A passing score on the PRAXIS II must be achieved upon completion of this class.

EDUC-504—Teaching in the Middle School

Three Credit Hours

This course surveys the current practices in middle schools in terms of objectives, methods, and materials. The student is involved in practical application of these practices as they relate to the organization of subject matter, the motivation of pupils, the achievement of learning outcomes, and the evaluation of learning experiences.

EDUC-505—Individual Instruction

Three Credit Hours

Emphasis upon current approaches and strategies utilized in the individualized programs in the classrooms. Management systems essential to individualized instruction will be emphasized.

EDUC-508—Remedial Strategies in Reading and Language Arts

Three Credit Hours

A course for practicing educators which analyzes varying strategies for helping the problem learner in the area of reading and the language arts. The course covers techniques at all grade levels and reviews the literature as to effectiveness. Case studies are required.

EDUC-512—Data Collection and Analysis

Three Credit Hours

A course designed to introduce the graduate student to quantitative methods to include construction of assessment instruments, analysis,

and interpretation of quantitative data. Students will be required to develop minimum competence in use of microcomputers for descriptive statistical analyses and word processing. Emphasis will be placed on the development of skills in critical analysis of literature relating to effective schools. This ability to analyze research data should result in improved by professional performance.

EDUC-513—Teaching of Social Studies

Three Credit Hours

Organization, methods, and procedures for teaching social studies, including history, in the secondary and middle schools.

EDUC-514—The Exceptional Child in the School

Three Credit Hours

The Exceptional Child in the School, an introductory level course for students with little or no background or experience in special education, is appropriate for students from various fields as well as for those who anticipate further study and future careers in special education. An interdisciplinary approach is used in the study of learning and behavior characteristics of exceptional children and youth. There is a focus on cause, identification, and educational and community programs for exceptional individuals.

EDUC-515—Introduction to the Counseling Profession

Three Credit Hours

Overview and orientation to counseling profession including history, roles, functions, settings, specialties, organizations, credentialing, ethical, legal, and professional issues.

EDUC-516—Research Design

Three Credit Hours

Research Design is intended for those students who will be conducting and producing research studies. The course examines the various descriptive and experimental models for data analysis (in the behavioral sciences), with emphasis placed on the fundamentals of planning and inferential statistical techniques.

Prerequisite: EDUC-517 or equivalent.

EDUC-517—Statistics in Education and Psychology

Three Credit Hours

A course to provide skill in treatment of research data including descriptive and inferential statistics. Some experience with analysis of published statistical research in the fields of education and psychology will be provided.

EDUC-520—Professional Internship

Six Credit Hours

A supervised clinical teaching experience conducted in a public school. This is a full-time, entire semester internship. Each student also attends evening seminars. This last course in the MAT sequence requires an Application: for fall semester, April 1, for spring, October 1. Application forms are available in the Department of Education. Prerequisite: EDUC-501. Passing scores on the PRAXIS II specialty area examinations are required before enrollment in this course.

Lab Fee - \$20.00

EDUC-521—Program Planning, Management, and Evaluation in School Counseling

Three Credit Hours

The purpose of the course is to prepare school counselors to work within elementary and secondary school systems. A model for planning, developing, implementing, and evaluating a comprehensive guidance and counseling program with emphasis on student development and competencies will be presented. The school guidance counselor's role and function will be discussed as a balance of responsive services, systems support, individual planning, and guidance curriculum. Students will develop resources, classroom guidance curricula and group counseling materials that they can use in their fieldwork experiences and in the initial stages of their careers.

Prerequisite: EDUC-515 Lab fee - \$20.00

EDUC-522—Critical Educational Issues in a Multicultural Society

Three Credit Hours

A study of contemporary issues/trends, internal and external to elementary and secondary school systems, which impact on the learner. The course is designed to encourage students to examine issues/trends within the context of their present and future career interests.

EDUC-524—Techniques of School Supervision

Three Credit Hours

Criteria of various types of good schools. Need for school supervision at all levels. Relationship of supervisor to administrators, organization of different schools, materials of instruction, evaluating learning and instruction, teacher visitation and conferences.

EDUC-527—Finance and Business Management

Three Credit Hours

Procedures and problems relating to financing public education, theory of taxation, types of taxes, practices of education finance, federal, state, and local support of education, budget procedures, financial accounting, purchasing, insurance, inventories, and school maintenance.

EDUC-528—School Administration

Three Credit Hours

A course for school personnel preparing for administrative positions. The course involves a study of the basic concepts involved in planning, organizing, managing, and evaluating public schools.

EDUC-529—Micro-Computer and School Management

Three Credit Hours

A course for practicing and prospective educational administrators. The course presents the current state-of-the-art technology in using microcomputers in such areas as record keeping, pupil scheduling, energy conservation, data collection and analysis, and the evaluation programs.

EDUC-531—Principles of Elementary Curriculum Development

Three Credit Hours

The study of underlying principles of curriculum development and organization including curriculum evaluations and current issues and trends in the subject fields will be the focus of the course. Attention is given to the professional decisions teachers, administrators, and counselors must make about curriculum.

EDUC-532—Principles of Secondary Curriculum Development

Three Credit Hours

The study of underlying principles of curriculum development and organization including curriculum evaluations and current issues and trends in the subject areas. Attention is given to the learner-centered decisions teachers, administrators, and others educators must make about secondary curriculum.

EDUC-535—Organizational Theory and Behavior

Three Credit Hours

A study of the school organization as a social system, supervision and curriculum, control, authority, change, planning strategies, and organizational dynamics.

EDUC-536—Educational Psychology

Three Credit Hours

This course provides an introduction to educational psychology and explores the process of learning throughout the life span. Emphasis is placed on the application of psychological concepts, theoretical principles, and research findings to the planning and implementation of effective instructional strategies in the classroom. Moreover, through this course graduate students who are preparing for employment in the field of education are acquainted with many facets of the teacher's role in the teaching/learning process. Class discussions, activities, and field experience focus on the connection between theory and practice and provide students with opportunities to apply psychological principles and solve practical problems for personal and professional growth.

EDUC-549—Applied Measurement Techniques

Three Credit Hours

Students will examine and utilize tests and other evaluation techniques in counseling, in educational planning, in curriculum assessment, and in school-wide testing programs. Controversial issues in measurement will be appraised in the context of basic principles and actual use.

EDUC-550—Career Counseling and Development

Three Credit Hours

Students will learn foundational career development theories, the usefulness of career inventories, and the current trends in career counseling for adults and school-age children. In addition, students will practice and demonstrate competency in career counseling.

Prerequisite: EDUC-549 and EDUC-551

Lab Fee: \$20.00

EDUC-551—Counseling Theories and Practice

Three Credit Hours

Overview of selected approaches to counseling theory and practice.

Prerequisite: EDUC-515

EDUC-552—Group Counseling

Three Credit Hours

Overview of selected approaches to group guidance and counseling theory and practice.

Prerequisite: EDUC-551

EDUC-561—Counseling Diverse Populations

Three Credit Hours

Designed to provide an overview of human behavior including diversity and cultural pluralism. Multicultural theories and models of counseling and consulting are presented and examined.

EDUC-566—Seminar in Teaching Strategies for Middle School and High School Teachers

Three Credit Hours

A course designed to provide middle school and school secondary teachers with practical concepts, competencies, and cooperative experiences in interdisciplinary unit teaching. Emphasis will be given to such instructional concepts as team planning, diagnosis, and strategies. Interdisciplinary units will be constructed and evaluated within the experience.

EDUC-570—Teaching Reading to Exceptional Children

Three Credit Hours

A survey of the nature, problems, and learning needs of the underachiever and disabled reader provides students with information necessary to make appropriate instructional decisions. This course is designed for the remediation, diagnostic, and prescriptive teaching for children with reading problems.

EDUC-585—Independent Research

Three Credit Hours

A supervised research project in an area related to the student's major would be completed. A formal presentation to a panel of three faculties who evaluate the project will be required. With the approval of major advisor and graduate dean, this course may be repeated once for additional credit.

Prerequisite: Permission of the instructor and submission of a research prospectus.

EDUC-587—Special Topics in Education

Three Credit Hours

A course designed for the intensive study of a current problem in the field of education. The instructional design will emphasize field research and applied practice. No more than 6 credit hours under this listing can be credited toward a degree program.

EDUC-588—Teaching Reading in the Elementary School

Three Credit Hours

A course designed to develop competencies in teaching reading from kindergarten through fifth grade level. Techniques for teaching word attack, vocabulary, and comprehension skills will be explored in the developmental process.

EDUC-589—Methods and Materials in Reading

Three Credit Hours

The student will analyze and evaluate materials in reading instruction. Basic methods will be explored: basal, linguistic, programmed, and

others. Specific techniques of instruction will be studied and

demonstrated.

Prerequisite: EDUC-588

EDUC-590—Reading Diagnosis and Remediation

Three Credit Hours

A presentation of select diagnostic instruments and procedures for utilization, methods of their use in planning a remedial program, instruction of children with reading difficulties, and results of teaching will be analyzed through a case study approach.

Prerequisite: EDUC-589

Lab Fee - \$20.00

EDUC-591—Reading Practicum

Three Credit Hours

A course in which the students engage in supervised teaching of reading. Students will learn diagnostic teaching procedures in an effort to consistently teach pupils at their level and mode of instruction through a case study approach.

Prerequisite: EDUC-590, Reading Diagnosis and Remediation

EDUC-592—Teaching Reading in the Middle and High School—Content Areas

Three Credit Hours

A course designed for the middle school and high school teacher with emphasis upon instructional decision making, incorporation of reading skills within each content area, program establishment, and diagnostic skills.

EDUC-596—Research in Reading

Three Credit Hours

An in-depth analysis of a specific area in reading will be made. Five weeks will be devoted toward reviewing, exploring, and evaluating research techniques. The candidate will then conduct an action research project in the field or prepare a detailed research study in one area of reading.

Prerequisite: EDUC-591, Reading Practicum

EDUC-597—Supervision of Student Teachers

Three Credit Hours

A course in supervision for master teachers, department heads, and college teachers with supervisory responsibilities in teacher education

Prerequisites: Teaching experience and 18 credits in education including methods of teaching.

EDUC-598—Curriculum Project

Three Credit Hours

This course is designed as a capstone to the program in Curriculum and Instruction. The student will be required to develop a curriculum project ultimately to be implemented in the student's classroom or school. This written project will require a review of existing literature and a presentation of the results to peers and professor.

EDUC-599—Administration and Supervision of Reading Program

Three Credit Hours

This course is designed primarily for principals, supervisors, and reading consultants and includes the study of the nature of the function of supervision of reading instruction, supervisory techniques, the role of the principal, supervisor, and reading consultant in the improvement of instruction, administration of a supervisory program, and other cognate problems and issues.

EDUC-600—Professional Negotiations

Three Credit Hours

Emphasis is placed upon knowledge and improvement in the various education associations. The student will become acquainted with forces and trends influencing collective negotiations; principles, concepts, and theory relevant to negotiations; negotiation skills; and relevant literature and research.

EDUC-601—Principles of School Law

Three Credit Hours

Constitutional, statutory, case, and common law bases of school administration and the study of legal provisions and principles relating to education. Includes emphasis on research and analysis.

EDUC-602—Staff Personnel Administration

Three Credit Hours

Study of personnel policies and practices as they relate to recruitment, selection, orientation, employment, promotion, evaluation, in-service development, morale, dismissal, retirement, and teacher-administrator relationships.

EDUC-603—School Plant Seminar

Three Credit Hours

Study of problems and policies of the school plant, such as population studies, educational planning, school building standards, materials and uses, rating, and public relations. Discussion of innovative plans and construction as well as visits to new schools will be made.

EDUC-605—Independent Study

Three Credit Hours

This course will offer students an opportunity to acquire deeper knowledge of thought and practice in the major field of emphasis. Each student must develop a plan of independent study at the outset and file the completed study at the end of the semester Prerequisite: Permission of instructor and Dean of School of Education.

EDUC-606—The Superintendency and School Organization

Three Credit Hours

Emphasis on the principles of central school administration and the structural organization of public education and the responsibilities and authority of school boards, superintendent, principals and relationships among them.

EDUC-608—Children's Literature

Three Credit Hours

A survey of literature for children. Appreciation and enjoyment of noteworthy books including award winners and multicultural literature will be the focus of instruction. The ability to effectively

use a variety of texts with children throughout the school program will be emphasized.

EDUC-610—Seminar on School Improvement

Three Credit Hours

The process of designing, implementing, and evaluating a school climate improvement program which includes mutual efforts by staff and students to formulate and attain school goals. Emphasis will be placed on effective school research.

EDUC-611—Staff Development and Evaluation

Three Credit Hours

This course focuses on designing staff development and evaluation systems to enhance effectiveness of school personnel.

EDUC-612—Seminar in School Law

Three Credit Hours

An update on legal issues and decisions related to teaching and the administration of public schools including current laws and regulations pertaining to public schools in South Carolina.

Prerequisite: EDUC-601, Principles of School Law

EDUC-614—Seminar in Educational Administration

Three Credit Hours

Exploration of various theories and their impact on administration and the organization. Emphasis will be placed on behavioral science theories drawn from historical, philosophical, and sociological works applied to the administrative process.

EDUC-616—Political Process of Public Education

Three Credit Hours

A study of the process by which education public policy decisions are made, authority and responsibility, power and influence, public policy; methods of determining power structure, superintendency, and roles and tasks. Includes attention to school community relations.

EDUC-619—Assessment of School Programs

Three Credit Hours

A theoretical and applied analysis of the procedures and techniques involved in designing and implementing evaluation and assessment studies of total school programs. Attention will be given to accreditation procedures, minimum standards, legislative requirements, as well as the assessment of instructional outcomes.

EDUC-620—Systems Planning and Management for Education

Three Credit Hours

This course is designed to apply systems theory to real educational situations. Setting and implementing goals and objectives, using various management techniques and tools, and then applying general management principles and practices constitute the instructional content.

EDUC-624—Advanced Counseling Techniques: Pre-Practicum

Three Credit Hours

Systematic development of skills essential to enter practicum.

Prerequisite: EDUC-551

EDUC-629—Practicum in School Counseling

Three Credit Hours

Supervised counseling experience in which student serves as counselor in school setting for a minimum of 100 clock hours.

Prerequisites: EDUC-624

EDUC-632, 633—Internship: School Superintendency

Three Credit Hours

Supervised field studies and experiences in central office administration. Pass/Fail grading system.

Prerequisite: Passing PRAXIS exam score on file at The Citadel. Permission of Advisor, School of Education.

Lab Fee - \$20.00

EDUC-650—Internship in Elementary School Counseling

Three or Six Credit Hours

Supervised field experience of 600 clock hours in which student serves as counselor in school setting.

Prerequisite: EDUC-629, successful completion of comprehensive oral exam, and permission of Advisor.

Lab Fee - \$20.00

EDUC-651—Internship in Middle and High School Counseling

Three or Six Credit Hours

Supervised field experience of 600 clock hours in which student serves as counselor in school setting.

Prerequisite: EDUC-629, successful completion of comprehensive oral exam, and permission of Advisor.

Lab Fee - \$20.00

EDUC-661—Internship in Elementary Administration (fall/spring)

Three Credit Hours

Supervised fields studies and experiences in elementary school administration. Course may be taken during fall or spring semester only. Pass/Fail grading system.

Prerequisites: Passing PRAXIS exam score on file at The Citadel. Permission of Advisor.

Lab Fee - \$20.00

EDUC-662—Internship in Elementary Administration (summer, fall, spring)

Three Credit Hours

Supervised field studies and experiences in secondary administration. Course may be taken during fall or spring semester only. Pass/Fail grading system.

Prerequisite: Passing PRAXIS exam score on file at The Citadel.

Permission of Advisor.

Lab Fee - \$20.00

EDUC-663—Internship Middle and High Administration (fall/spring)

Three Credit Hours

Supervised field studies and experiences in secondary school administration. Course may be taken during fall or spring semester only. Pass/Fail grading system.

Prerequisites: Passing PRAXIS exam score on file at The Citadel. Permission of Advisor.

Lab Fee - \$20.00

EDUC-664—Internship in Middle and High Administration (summer)

Three Credit Hours

Supervised field studies and experiences in secondary school administration. Internship requires full-time internship in assigned school

Prerequisites: EDUC-663. Passing PRAXIS exam score on file at The Citadel. Permission of Adivisor.

Lab Fee - \$20.00



Citadel School of Humanities & Social Sciences

MA:
English,
History
Psychology:
Clinical Counseling
Social Science

Ed.S.: School Psychology

Master of Arts in English
Department of English
Program Coordinator: David G. Allen,
843-953-5068
allend@citadel.edu

Mission:

The Citadel and the College of Charleston offer a joint Master of Arts degree in English. The thirty-six hour program, with a thesis option, provides advanced course work in British literature, American literature, English language, and composition and rhetoric. The program is designed to attract qualified holders of the baccalaureate degree, whether recent college graduates, English teachers, or others interested in pursuing graduate studies in English. A Joint Program Committee, comprised of faculty members from each institution, oversees admissions, course scheduling, comprehensive examinations, degree certification, and other matters related to the management of the program. Diplomas and other official documents indicate that the program is a joint endeavor and include the names of both institutions.

Admissions Requirements:

- Complete and return application form along with appropriate application fee to the College of Graduate & Professional Studies (CGPS), Bond Hall room 101.
- 2. Submit to the CGPS Office official transcript(s) from each institution of higher learning attended, including documentation of graduation from an accredited four-year college or university. The transcript(s) should be sent directly from the institutions attended to the CGPS Office. Applicants are expected to have a cumulative undergraduate GPA of at least 2.5 on a 4.0 scale and a 3.0 in the major.
- Submit at least two letters of recommendation from former professors or immediate supervisors in recent employment. Each referee should be as specific as possible in addressing the applicant's motivation and ability to complete a graduate degree.
- 4. Submit a two-page statement about educational goals and interest in a graduate program in English.
- Submit a writing sample that demonstrates an ability to perform literary analysis and conduct research.
 Typically this requirement can be met by submitting a research paper prepared for an advanced undergraduate English course.
- 6. Submit an official copy of scores from the general test of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). (Applicants who do not have an undergraduate degree in English are also required to take the GRE advanced test in literature.) The test scores must date from the past five years.

- Applicants are expected to have a composite GRE verbal, quantitative, and analytical score of at least 1400. For those taking the GRE in October 2002 and thereafter, the admission requirement is a composite verbal and quantitative score of 1000 and at least a 4 on the Writing Assessment section. Those who take the MAT in October 2004 and thereafter, the admission requirements is a score of atleast 403 (comparable to a score of 45 prior to October 2004).
- 7. An applicant who does not meet the minimum GPA and/or test score expectations or who does not have sufficient undergraduate background in English may be allowed, upon making a written request to the Joint Program Committee, to pursue course work as a provisional student. Upon completing nine semester hours with a minimum GPA of 3.25 the student will be eligible for degree-seeking status.

Program Requirements:

The Master of Arts is conferred upon those candidates who successfully complete an approved program of study consisting of at least 36 semester hours of graduate credit with a cumulative GPA of 3.0. Specific requirements are listed below:

Thesis Option:

- British Literature before 1700, 6 hours
- British Literature after 1700, 6 hours
- American Literature, 6 hours
- Seminar (English 700), 3 hours
- Electives, 9 hours
- Thesis and Oral Defense of Thesis 6 hours
- Demonstration of competency in one foreign language
- Comprehensive Examination

Non-thesis Option:

Same as above, except that the thesis is deleted and the number of elective hours is eighteen.

Notes:

- At least nine hours must be taken at each campus.
- English 700 satisfies the seminar requirement and may also be used to satisfy a core requirement in British or American literature, depending on the topic.
- Electives will normally be graduate courses in English. Other courses will be considered on a case-by-case basis by the Joint Program Committee.
- No more than nine hours of English 698 (3), 699 (3), and 701 (6) in any combination may count toward the required 36 hours.
- Students may demonstrate their competency in a foreign language by translating a passage provided by The Citadel and the College of Charleston. The foreign language requirement must be met before a student can take the comprehensive examination.
- The comprehensive examination is prepared and administered by the Joint Program Committee and is taken by all candidates after the completion of at least 27 hours of coursework. Copies of all previous examinations are available on the websites of both English departments.

Concentration in African American Literature:

In 2004 an African American Literature Concentration was added to the Master of Arts degree program. The fifteen hour (15) concentration, with a thesis option, offers advanced course work in African American literature, independent study courses for further exploration into an African American literature topic, and cross disciplinary opportunities with courses in other departments that have a central concern with African American literature. Students opting to add a concentration in African American literature must meet the normal requirements for the M.A. In addition, they must complete one of these two courses of study:

Standard Option:

- 9 hours of African American literature (any combination of 535, 570, 571, and 573)
- 3 hours of study of an African American topic in another discipline, as approved by the graduate director
- 3 hours of study in an African American topic, such as an independent study or internship, as approved by the graduate director

Thesis Option:

- 6 hours of African American literature (any combination of 535, 570, 571, 572, and 573)
- 3 hours of study of an African American topic in another discipline, as approved by the graduate director
- 6 hours of thesis on an African American topic

Notes:

- A student may substitute 3 hours of independent study on an African-American topic (as approved by the graduate director) for any 3 hours of coursework.
- Students taking this concentration may apply only one of their African American literature courses to the six hour American literature requirement of the M.A.

List of Courses:

ENGL-500--Old and Middle English Literature

Three Credit Hours

A study of *Beowulf*, other Old English poems, and Old English prose in translation; includes such Middle English works as *Sir Gawain and the Green Knight, Pearl, Piers Plowman*, the *Ancrene Riwle, The Owl and the Nightingale*, and other romances, lyrics, and drama. (Chaucer is excluded.)

ENGL-501-—Chaucer

Three Credit Hours

A study of Chaucer's language, art, and cultural milieu through the reading of *Troilus and Criseyde*, the *Canterbury Tales*, and many of the shorter works.

ENGL-502-—Shakespeare

Three Credit Hours

A comprehensive study of Shakespeare's art, including an intensive reading of several plays and appropriate attention to the primary critical approaches.

ENGL-503—English Drama to 1642

Three Credit Hours

A study of English drama from its origins in the Middle Ages, through the predecessors and contemporaries of Shakespeare, and on to the closing of the theatres in 1642.

ENGL-504—Poetry and Prose of the English Renaissance

Three Credit Hours

Non-dramatic poetry and prose of the sixteenth and early seventeenth centuries, with emphasis on the major authors (Spenser, Sidney, Marlowe, Jonson, Donne, and Herbert) and on the major literary types.

ENGL-505-Milton

Three Credit Hours

A study of the major poetry, selected prose, and selected minor poems with emphasis on *Paradise Lost*.

ENGL-506—Restoration and Eighteenth Century Drama

Three Credit Hours

A study of such important dramatists of the period as Otway, Etherege, Wycherley, Dryden, Congreve, Vanbrugh, Farquhar, Goldsmith, and Sheridan.

ENGL-507—Poetry and Prose of the Restoration and Eighteenth Century

Three Credit Hours

A study of Dryden, Swift, Pope, Johnson, Blake, and other important poets and prose writers of the period.

ENGL-509—Romantic Literature

Three Credit Hours

A study of Romantic writings of the early nineteenth century, with special emphasis on Wordsworth, Coleridge, Byron, Shelley, and Keats.

ENGL-510—Victorian Literature

Three Credit Hours

A study of English literature from 1832 to 1900 in major writers such as Tennyson, Browning, Arnold, Carlyle, Swinburne, and Rosetti.

ENGL-512—Southern Literature

Three Credit Hours

A study of the best literature written in the South from the time of William Byrd to the present. The focus will be on the "Southern Renaissance," with special attention given to the Fugitive Poets and William Faulkner.

ENGL-516—Continental Literature

Three Credit Hours

A study of European literature in translation since the Renaissance, including works by such authors as Cervantes, Moliere, Racine, Goethe, Stendhal, Balzac, Tolstoy, Dostoyevski, and important writers of the twentieth century.

ENGL-517, 518—Special Topics in Literature

Three Credit Hours

A study of a special author, period, topic, or problem in literature which is outside the routine offerings of the department. The subject for each course will be announced.

ENGL-520—A Survey of World Literature I

Three Credit Hours

Masterpieces of world literature in translation from the beginnings to around 1650 with special attention to the philosophical content and the development of literary forms.

ENGL-521—A Survey of World Literature II

Three Credit Hours

Masterpieces of world literature in translation from around 1650 to the present time with special attention to the philosophical content and the development of literary forms.

ENGL-522—Colonial and Revolutionary American LiteratureThree Credit Hours

A detailed study of major American writers from the earliest settlers through the end of the eighteenth century.

ENGL-523—Nineteenth Century American Literature I—Romanticism

Three Credit Hours

A study of major figures of the American Romantic period (approximately 1830-1860), including Emerson, Thoreau, Poe, Hawthorne, and Melville.

ENGL-524—Nineteenth Century American Literature II— Realism

Three Credit Hours

A study of major figures of the American Realistic period (approximately 1860-1900), including Whitman, Dickinson, James, Twain, and Crane.

ENGL-525—**Eighteenth Century British Novel**

Three Credit Hours

A study of the origins of the British novel, including such figures as Fielding, Richardson, and Defoe.

ENGL-526—Victorian Novel

Three Credit Hours

A study of major British novelists of the late nineteenth century, including Dickens, Eliot, and Hardy.

ENGL-527—British Fiction: 1900 to Present

Three Credit Hours

A study of the novels and short stories of major twentiethcentury British writers, including such figures as Conrad, Lawrence, Forster, Woolf, and Joyce.

ENGL-528—American Fiction: 1900 to 1945

Three Credit Hours

A study of the novels and short stories of major American writers of the early twentieth century.

ENGL-529—American Fiction: 1045 to the Present

Three Credit Hours

A study of the significant American novels and short fiction published since World War II.

ENGL-530—Special Topics in The Humanities

Three Credit Hours

A study of special areas of the humanities or related areas which are outside the normal course offerings of the English Department. The subject for each course will be announced.

ENGL-531—British Poetry: 1900 to Present

Three Credit Hours

A study of the poetry of major twentieth-century British authors such as Auden, Yeats, Thomas, and Hardy.

ENGL-532—American Poetry: 1900 to Present

Three Credit Hours

A study of the poetry of major twentieth-century American authors such as Eliot, Pound, Stevens, Williams, and Frost.

ENGL-533—British Drama: 1900 to Present

Three Credit Hours

A study of the work of major twentieth-century British dramatists such as Shaw, Pinter, Stoppard, and Beckett.

ENGL-534—American Drama: 1900 to Present

Three Credit Hours

A study of the work of major twentieth-century American dramatists such as O'Neill, Williams, Miller, and Albee.

ENGL-535—African American Literature

Three Credit Hours

A study of African American literature from the early days of slavery, to the struggle for emancipation, to the twentieth-century Harlem Renaissance and civil rights movement. Readings will cover poetry, fiction, and drama, as well as autobiographies and cultural commentaries.

ENGL-550, 551—Special Topics in Composition or Language

Three Credit Hours

A study of a special author, period, topic, or problem in composition or language which is outside the routine offerings of the department. The subject for each course will be announced.

ENGL-552—Adolescent Literature

Three Credit Hours

A study of literature for the adolescent, including methods of introducing the major literary genres to the secondary school student.

ENGL-553—Modern English Grammar

Three Credit Hours

An intensive study of the syntax of Present Day English. The course also includes a review of traditional grammar, focusing primarily on the parts of speech. Special attention is given to linguistic theory, particularly regarding the acquisition of language.

ENGL-554—History of the English Language

Three Credit Hours

A historical survey of the syntactic and phonological features of Old, Middle, Early Modern, and Present Day English. Special attention is given to the varieties of American English, particularly African American Vernacular English.

ENGL-555—Literary Criticism

Three Credit Hours

A study of the major literary theories from ancient Greece to the present and practical application of the theories to particular works of literature. Special attention is given to semiotic theory as it relates to the influence of language and visual images on thinking, composing, and action.

ENGL-556—Theory and Practice of Teaching Composition

Three Credit Hours

A study of traditional and contemporary theories of the composition process and applications of those theories to teaching composition.

ENGL-557—Creative Writing—Poetry

Three Credit Hours

Class discussion of student writing using twentieth-century poems as models.

ENGL-558—Technical and Professional Writing

Three Credit Hours

Principles and practice of technical communication as applied to reports, technical papers, oral presentations, and business communications.

ENGL-559—History and Theory of Rhetoric

Three Credit Hours

A study of language as a means of winning the assent, sympathy, or cooperation of an audience. Includes contemporary rhetorical theory and its development from classical rhetoric.

ENGL-560—Film Studies

Three Credit Hours

A study of films from a variety of nations and filmmakers. Attention is given to how techniques of filmmaking such as *mise en scène*, montage, and lighting communicate a filmmaker's construction of meaning. In some cases, comparisons may also be made between films and their written sources to demonstrate differing approaches to conveying comparable meaning.

ENGL-562—Workshop in Advanced Composition

Three Credit Hours

The study, discussion, and practice of advanced composition techniques; including the use of computer technology for print documents, audio-visual presentations, and web applications.

ENGL-563—Creative Writing—Fiction

Three Credit Hours

Class discussion of student writing using twentieth-century fictional works as models.

ENGL-570—Topics in African American Literary Genres

Three Credit Hours

A study of a particular genre of African American literature, such s drama, novels, or poetry. Topics will vary according to instructors.

ENGL-571—Topics in African American Literary Periods

Three Credit Hours

A study of a particular period of African American literature, such as the Harlem Renaissance. Topics will vary according to instructors.

ENGL-572—Topics in Major African American Writers

Three Credit Hours

A study of a particular African American writer, such as Langston Hughes or Toni Morrison. Topics will vary according to instructors.

ENGL-573—Special Topics in African American Literature

Three Credit Hours

A study of a specific topic in African American literature that is not a genre, period, or individual writer. Topics will vary according to instructor.

ENGL-595—Methods and Materials for English Language Arts

Three Credit Hours

This course exposes students to theories and practices of teaching English (to include reading, writing, speaking, listening, viewing and thinking) in grades 7-12, including preparation for reflective practice and classroom-based teacher research. In-class instruction is augmented by field experiences that expose students to the professionalism of practicing ELA teachers and the realities of working with a diverse population of students. This course is intended to prepare candidates for a teaching internship. Prerequisites: EDUC-501 and EDUC-592.

Note: This class is designed for students in the M.A.T. in English program; it cannot be used for degree credit in the M.A. program that The Citadel offers jointly with the College of Charleston.

ENGL-650—Principles of Literary Research

Three Credit Hours

Study of textual bibliography, research methods and resources, and methods of presenting research.

ENGL-698—Tutorial

Three Credit Hours

Individual study of a given topic following a syllabus of readings, papers, and other assignments prescribed by a faculty member serving as director.

ENGL-699—Independent Study

Three Credit Hours

Individual study of an agreed-upon topic under the direction of a faculty member but following a course of reading and other requirements proposed by the student and established by negotiation with the director.

ENGL-700—Seminar

Three Credit Hours

Individual research into a scholarly or critical problem in literature, composition, or language. Progress, methods, and results will be shared with the class by presentation and

discussion will lead to the preparation of a single long paper.

ENGL-701—Thesis

Six Credit Hours

Completion of a formal master's thesis under faculty direction.

ENGL-702—Internship

Three Credit Hours

A supervised field experience in which the student observes and participates in a professional occupation related to the English degree. The internship will consist of 300 hours of work and the completion of a formal report. Permission of the graduate director required. Graded on a pass/fail basis.

Master of Arts History Department of History, 843-953-5073 Katherine Grenier, grenierk@citadel.edu

Mission Statement:

The Citadel and the University of Charleston offer a joint Master of Arts Degree in History providing each student with advanced specialized work in one of the following areas: United States history, European history, and Asian/African/Latin American history. The program has a special emphasis on the history of the American South, the South Carolina Lowcountry and the Atlantic World. The program serves the needs of those interested in pursuing graduate studies in history. Teachers who complete the program have a greater command of the literature of a particular field. Others are prepared to do doctoral work or pursue other advanced degrees, enter the field of public history, or seek employment opportunities which require advanced training in the humanities. The management of the program is vested in a Joint Program Committee composed of representatives of the two history departments. The directorship rotates between the two institutions. Diplomas and other documents will indicate that the program is a joint endeavor and will include the names of both institutions.

Admission Requirements:

- 1. Submit a completed application form with an application fee of \$25. The fee is nonrefundable.
- Submit one official copy of a transcript from each institution
 of higher learning attended, including documentation of
 graduation from an accredited four-year college or university.
- 3. Submit three letters of recommendation, normally from former professors. Each reference should be as specific as possible in analyzing the applicant's potential for success in the program. References should address the student's ability to design, conduct, and present research without direct supervision, the ability to analyze complex data and issues, and the ability to write effectively.
- 4. Submit evidence of ability to conduct research and present findings. A term paper, honors thesis, or critical essay from a graduate or upper-level course taken in college will suffice. The evidence of writing should reflect the ability to conceptualize a research theme, conduct research to support an argument, and reach a justified conclusion. The paper should demonstrate an ability to handle documentation of evidence.
- 5. Submit an official copy of test scores of the Graduate Record Examination or Miller Analogies Test (Tests must have been taken within last six years).
- 6. Applicants are expected to have a cumulative undergraduate GPR of at least 2.5 on a 4.0 scale and a 3.0 in the major. They are also expected to have 15 hours of history course work beyond the initial survey along with a composite GRE verbal and quantitative score exceeding 1000 (or MAT score of 410). Those taking the GRE after October 2002 are expected to score at least 500 on the verbal and between 4-6 on the writing assessment sections of the test. An applicant

who fails to meet these requirementsmay be allowed to pursue course work as a provisional student only upon application to the Joint Program Committee. Upon completion of nine semester hours, with no more than three hours in independent study (HIST-770) and a minimum G.P.A. of 3.25, the student may be admitted unconditionally. The student must make this request in writing to the Joint Program Committee. There is no guarantee that courses taken in a non-degree status will be credited towards a degree once a student gains provisional or regular admission. Coursework taken to meet admission prerequisites will not count towards degree requirements.

7. The Admissions Committee will consider complete applications for the program on the following dates:

March 1st for the summer or fall semester

October 1st for the spring term

Program Requirements:

In consultation with an advisor, each degree candidate will develop a plan of study which includes course work at both institutions. The plan of study must be submitted to the Program Director upon completion of the first six hours or the first semester of graduate work.

In addition to lectures and examinations, graduate courses demand wide reading, thorough research, and advanced historical writing. Only graduate students admitted to the M.A. program will be automatically enrolled, but non-degree students and exceptional undergraduates—upper division majors in history and related disciplines—may be enrolled in 500-level courses. For this, however, they will need permission from the instructor and are expected to have a minimum GPA of 3.4 in history courses. No more than two 500-level courses may be taken by an undergraduate. 600- and 700-level courses are for M.A. program students exclusively. Work expected of juniors and seniors will not be as great as that expected of the graduate students. The qualitative expectations remain the same for all students.

Required Program:

The Master of Arts in History is conferred upon those candidates who successfully complete an approved program of study consisting of a minimum of thirty-three (33) semester hours of graduate credit with a cumulative GPR of 3.0. The distribution of courses follows this general scheme:

Major concentration

18 hours*

First minor area

3 hours

Second minor area

3 hours

Historiography

3 hours

Electives 6 hours***

^{**}Includes either a thesis (6) or two research seminars (3-3) within the area of concentration.

***In history or a related discipline in the humanities or social sciences. Students must obtain prior approval from their campus program director to take a non-history elective. A specific number of courses in major and minor fields must be distributed between both institutions.

All students are encouraged to attain proficiency in a foreign language. There is no formal requirement for all students in the program to demonstrate language proficiency at a certain level. However, depending upon the program, a candidate may be required by the advisor to demonstrate mastery of an appropriate foreign language, indicated by the satisfactory use of source material or literature in the relevant foreign language in seminar or research work.

A comprehensive written examination is prepared and administered by the Joint Program Committee and is required of all candidates to be taken after the completion of at least thirty (30) hours of course work. This comprehensive examination is a thorough review of the fields covered in the student's program. The examination committee is comprised of faculty from both institutions. Those who intend to write a thesis must have a proposal approved by the thesis committee and by the Joint Program Committee. A satisfactory oral defense is also required before final certification for the degree, for those students who write a thesis.

Concentration in African American Studies:

Students who elect this option must meet all the normal requirements by the master's degree. In addition, they must complete one of the two courses of study below and all courses must meet the approval of the graduate program director.

Thesis Option:

- 6 hours in African American oriented history
- 3 approved hours in another discipline
- 6 hours in an African American oriented thesis

Non-Thesis Option:

- 9 hours in African American oriented history
- 3 approved hours in another discipline
- 3 hours in African American oriented independent study or similar (i.e., research seminar)

Three hours of independent study on an African American topic may be included as part of the nine hours of course work.

List of Courses:

(Non-degree, MAT, and exceptional undergraduate students may enroll in 500 level courses only, space permitting.)

HIST-502—Colonial America and the American Revolution to 1789

Three Credit Hours

The motives of colonization; the evolution of self-government; the extension of the frontier; economic, social, and religious life; imperial rivalries; the causes of the Revolution; the War for American

Independence; problems of the Confederation; and the establishment of the Federal Union.

HIST-503—The Jeffersonian and Nationalist Period

Three Credit Hours

A study of American history, 1800-1850, with an emphasis on the clash of Federalist and Jeffersonian principles; emerging political and cultural nationalism; the war of 1812; the influence of Jacksonian Democracy on political, social, and economic life; growing sectionalism and the Mexican War.

HIST-504—Civil War and Reconstruction

Three Credit Hours

The political, economic, diplomatic, and military history of the United States, 1850-1877, emphasizing the forces that tend to bind or disrupt the Union and including a detailed account of the war and its consequences.

HIST-506—The U.S. in the Twentieth Century

Three Credit Hours

A study of the efforts to fulfill the democratic vision in the era of wars and depressions, accelerating technological innovation, material progress, and cultural change.

HIST-521—The American South

Three Credit Hours

The political, social, and economic development of the South from the 1820s to the present with an emphasis on the region within the national context as one of both change and continuity.

HIST-522—South Carolina History

Three Credit Hours

A survey of the political, economic, social, and intellectual development of South Carolina from its discovery to the present, with emphasis on the relation of the state to the South and to the nation.

HIST-523—Afro-American History

Three Credit Hours

An introduction to the history of black Americans in the United States, with emphasis on the social forces underlying transition from West Africa to the New World, from slavery to freedom, and from rural to urban life. Topics to be discussed include the Atlantic slave trade, American slave societies, maroon communities, free blacks in the antebellum United States, Reconstruction and free labor, colonization, emigration, and urban migration.

HIST-532—Ancient Greece

Three Credit Hours

Greek civilization from its beginning to Alexander the Great. Emphasis on political, economic, social, and intellectual movements.

HIST-533—Ancient Rome

Three Credit Hours

Roman history from its beginning until the Age of Constantine. Emphasis on political and social developments in the Republic and the early empire.

HIST-535—Medieval Europe

Three Credit Hours

European social, political, economic, and religious institutions and cultural and intellectual phenomena in the light of the changing historical environment from the end of the Ancient World to the Renaissance.

HIST-537—Renaissance and Reformation

Three Credit Hours

The Renaissance as a European-wide movement emanating from the Italian peninsula; the crisis of the church medieval and the rise of the Renaissance papacy; Humanism, with special emphasis on the great painters, architects, and sculptors such as Giotto, Brunelleschi, Donatello, Botticelli, da Vinci, Raphael, and Michelangelo; the Renaissance city-states, Machiavelli, and the Renaissance monarchies of France, England, Spain, and the Holy Roman Empire; the continuing crisis of the church medieval and the religious upheavals of Protestantism; the work of Luther, Calvin, Zwingli, and the Anabaptists; the Catholic Reformation.

HIST-541—Enlightenment and French Revolution

Three Credit Hours

The major social, political, and cultural changes in Europe from the death of Louis XIV to the fall of Napoleon. Topics include the intellectual history of the Enlightenment; the causes of the Revolution; the development of radical ideologies; social and political instability; the French impact on Europe; and the achievements of Napoleon as civil administrator, military strategist, and commander.

HIST-542—Nineteenth-Century Europe

Three Credit Hours

Europe from Waterloo to Sarajevo; political reaction and reform; the Industrial Revolution with its economic, social, and political effects; nationalism and the renewed interest in imperialism; other factors in international rivalries and the coming of World War I.

HIST-543—Twentieth-Century Europe

Three Credit Hours

An examination of the origins and consequences of two World Wars on the major European states; the political, social, and economic development of those states and their relative positions today.

HIST-545—History of Modern Russia

Three Credit Hours

History of the development of Tsarist absolutism under the Romanov dynasty and of the religious, social, and economic institutions of the Tsarist state. Intensive treatment of the 1917 Revolution; the rise and fall of the Soviet empire.

HIST-551—Women in the Western World

Three Credit Hours

An examination of the ideas, institutions, and events in Western Civilization which specifically affected women. Lectures and readings will be organized topically rather than geographically or chronologically. Areas to be examined include religion, education, sex and marriage, the family, work, feminist and suffragist movements.

HIST-562—Colonial Latin America

Three Credit Hours

A survey of Spanish and Portuguese colonial America to 1825. Topics include native populations on the eve of conquest; exploration and conquest by Europeans; the development of multiracial societies; the colonial economies; the institutions of Ibero-American empires; the social, economic, and intellectual roots of revolution; independence movements.

HIST-563—Modern Latin America

Three Credit Hours

A survey of Spanish and Portuguese America since the wars for independence. Topics include the aftermath of the independence movements, incorporation into the international economy, changing social organization, race relations, the search for political stability, the role of the military, 20th century revolutionary movements, intellectual currents.

HIST-572—Precolonial Africa

Three Credit Hours

An introduction to the precolonial history of sub-Saharan Africa. Special attention will be focused on the growth of Islam in West Africa, the East African city-states and kingdoms, and the upheaval in nineteenth-century southern Africa. African slavery and the slave-trade will also be considered.

HIST-573-Modern Africa

Three Credit Hours

A history of the development of Africa during the modern period, including European penetration, the Colonial era, African resistance and independence, and contemporary issues.

HIST-577—Modern Middle East

Three Credit Hours

Tradition, modernization, and change in the contemporary Islamic World. The impact of nationalism, secularism, and westernization in the Middle East, from the disintegration of the Ottoman Empire and the emergence of successor states to the Arab-Israeli conflict, the oil crisis, and Great Power confrontation.

HIST-582—China to 1800

Three Credit Hours

A survey of traditional Chinese history from earliest times to 1800. Emphasis is placed upon intellectual development against the background of social, political, and economic transformations.

HIST-583-Modern China

Three Credit Hours

A study of Chinese history from 1800 to the present, emphasizing the transformation of the Confucian universal empire into a modern national state. The course will focus on the problems of imperialism, nationalism, revolution, the rise of communism, the proletarian Cultural Revolution, and the Four Modernizations in post-Mao China.

HIST-586—Japan to 1800

Three Credit Hours

A survey of the political, economic, and cultural development of Japan from earliest times to 1800, with emphasis on the borrowing and adaptation of Chinese culture and the development of a unique Japanese civilization.

HIST-587—Modern Japan

Three Credit Hours

A study of modern Japanese history from 1800 to the present, with emphasis on the creation of the modern state, the impact of Western civilization on Japanese culture, Japan's experience with liberalism and militarism, with Japanese imperialism, and the postwar transformation.

*HIST-590—Special Topics in U.S. History

Three Credit Hours

Examples include Turning Points in American History, the Progressive Era, the Social and Cultural Transformation of the 1920s, etc.

*HIST-591—Special Topics in European History

Three Credit Hours

Examples include Georgian Britain, Edwardian Britain, the European Left and Labor, etc.

*HIST-592—Special Topics in Latin American Asian/African History

Three Credit Hours

A course that concentrates upon an important historical period or topic within one of four principal regions: Latin America and the Caribbean, Asia, Africa, or the Middle East.

*HIST-593—Special Topics in Peace, War, and Diplomacy

Three Credit Hours

Examples include World War I, the Vietnam War, Diplomacy of the American Civil War, etc.

HIST-610—Special Topics in U.S. History

Three Credit Hours

Examples include the Depression and New Deal; Business, Labor and Economic History; Social and Cultural History.

HIST-620—Special Topics in Lowcountry Studies

Three Credit Hours

An interdisciplinary course organized around a specific topic (e.g., Education, the Environment of the Lowcountry, Plantation Culture, Gullah, the Caribbean Origins of the Lowcountry). This interdisciplinary course will allow a student to explore an area of specific interest.

HIST-630—Special Topics in Peace, War, and Diplomacy

Three Credit Hours

Examples include The Diplomacy of the American Revolution, Disarmament during the 1920s, etc. This course may be offered as HIST 660 (3) for topics in European history and as HIST 680 (3) for topics in Asian, African, or Latin American history.

HIST-640—Special Topics in European History

Three Credit Hours

Examples include Social and Cultural History, the Scientific Revolution, the Age of Louis XIV, etc.

HIST-650—Special Topics in British History

Three Credit Hours

Examples include The English Reformation, the English Civil War, the Victorian Age, etc.

HIST-670—Special Topics in Asian/African/ Latin American History

Three Credit Hours

A course that concentrates upon an important historical period or topic within one of four principal regions: Latin America and the Caribbean, Asia, Africa, or the Middle East.

HIST-691—Historiography

Three Credit Hours

The core course. Examines various methods of gathering historical data and issues of conceptualization and interpretation. The course thus seeks to develop in students critical awareness and expertise based on familiarity with a variety of historical techniques, methods, and concepts.

HIST-692—Teaching of History and Social Sciences

Three Credit Hours

Organization, methods, and procedures for teaching history and the social studies in the secondary and middle schools.

HIST-710—Research Seminar in U.S. History

Three Credit Hours

A topical seminar focused upon a central historical problem with a major research paper required. Primary sources will be utilized whenever

HIST-720—Research Seminar in Lowcountry Studies

Three Credit Hours

An interdisciplinary seminar designed to acquaint students with the historical methods necessary to pursue successfully a research topic. This will entail an introduction to primary sources.

HIST-740—Research Seminar in European History

Three Credit Hours

A topical seminar focused upon a central historical problem with a major research paper required.

HIST-760—Research Seminar in Asian/ African/Latin American History

Three Credit Hours

A topical seminar focused upon a central historical problem within one of four principal regions: Latin America and the Caribbean, Asia, Africa, or the Middle East. A major research paper will be required.

HIST-770—Independent Study in History

Three Credit Hours

Repeatable once.

HIST-801-802—Master's Thesis

Six Credit Hours

*These 500-level special topics courses are designed primarily for the brief summer terms each with an enrollment of up to twenty (20) students. Lectures are accompanied by some discussion of the readings, and usually a short paper of 10 to 15 pages is required. In contrast, the comparable 600-level special topics courses (i.e., HIST-610, 630, 640, and 670) are restricted to fifteen (15) M.A. students and normally are conducted as seminars with discussions of assigned readings in the scholarly literature. Emphasis is placed upon the analysis and synthesis of diverse historical materials, and a longer research paper of 20 to 25 pages is required on a suitable topic in the historiography of the field. In general, these distinctions in size, methodology, and assignments apply to all 500 and 600-level courses.

DEPARTMENT OF PSYCHOLOGY

The Department of Psychology offers two graduate psychology programs, one in Clinical Counseling (MA only) and the other in School Psychology (MA and Ed.S.). The two programs share 30 credit hours. These courses reflect the Department's recognition that all branches of psychology revolve around a common knowledge base with specializations being an extension beyond that base.

The Department of Psychology espouses a philosophical perspective of training and practice that stresses an empirical and applied approach to addressing psychosocial problems of clients. Most faculty members are engaged in clinical practice, research efforts, or both. Faculty members' activities are guided by a scientist-practitioner model, which emphasizes a scholarly approach to applications of psychology.

The Clinical Counseling program offers graduate education at the master's degree level for those interested in becoming professional counselors in community agencies, including college counseling centers, hospitals, mental health, and social services agencies. The program is accredited by the State Department of Education in South Carolina, the Masters in Psychology Accreditation Council (MPAC), and is a member of the Council of Applied Masters Programs in Psychology (CAMPP). Students enrolled in the Clinical Counseling program work to

achieve a Master of Arts in Psychology degree by completing a total of 54 credit hours. The program includes 30 credit hours of core courses, 12 hours of advanced courses, 3 hours of elective, and 9 hours of field work. Field work is completed in agencies throughout the tri-county area and involves a 150 hour practicum and 600 hour internship. Students completing the Clinical Counseling program meet the educational requirements for licensure as Professional Counselors in South Carolina. A full description of the program is presented on page 68.

The School Psychology program is built around the model of the data-based problem-solver at the individual, organizational, and systems levels in school, with an emphasis on the efficacy of outcomes for clients served. The program is a 75 semester credit hour program leading to the Education Specialist (Ed.S.) degree and certification as a "School Psychologist II" in South Carolina and National Certification as a School Psychologist. The School Psychology program is fully accredited by the National Association of School Psychologists (NASP). Students can apply for the award of a Master of Arts in Psychology degree after completion of 39 semester hours from the School Psychology Program of Studies and approval of the Director of the School Psychology program and Head of the Department of Psychology. PSYC 599, Thesis, MUST be completed as part of those 39 hours. It should be noted that students are not eligible for certification as a school psychologist at the Masters level (i.e., this is not a terminal degree). A full description of the program is presented on page 67.

Information regarding both of these programs can be found on The Citadel's website at www.citadel.edu/academics/psyc/.

Master of Arts in Psychology: Clinical Counseling Psychology Department William Johnson, 843.953.5320 william.johnson@citadel.edu

Mission Statement:

The mission of the Master of Arts in Psychology: Clinical Counseling program at The Citadel is to prepare students to become scholarly practitioners of psychosocial counseling in community agencies, including college counseling centers, hospitals, mental health centers, and social services agencies. The program emphasizes the application of theories of human development, psychopathology, and behavior change to psychosocial problems of a diverse population of individuals and families seeking mental health services in the community. The program's model blends didactic and experiential training to facilitate students' ability to utilize an empirical approach to assessment, goal development, intervention, and evaluation of services for a wide range of individuals and families experiencing a variety of psychosocial difficulties. It is the expectation of the program that students will be trained to be competent and ethical professional service providers who will apply a scholarly perspective as well as compassion and caring to their work.

Admission Requirements:

Admission to the Clinical Counseling Program is based on a competitive review of all application materials. All applicants must request admission packets from the CGPS Office and submit for review:

- An official transcript of the baccalaureate degree and all other undergraduate work from an accredited college or university. Minimum requirements for consideration include an overall undergraduate grade point average of 2.75 (or graduate grade point average of 3.0);
- 2. The Graduate Record Examination (GRE) score of 1000 (minimum of 450 on verbal and quantitative section) or a score of 410 or higher on the Millers Analogies Test (MAT) (score of 50 if taken prior to October 2004);
- 3. A completed admissions questionnaire and application;
- 4. Two letters of reference.

Students requesting a transfer from another Master's program must provide documentation of a GRE or MAT score (copies are acceptable) in order to complete requirements for application to the Program.

Application materials can be requested from the College of Graduate and Professional Studies, The Citadel, Charleston, South Carolina 29409: (843) 953-5089. All application requirements must be completed and materials submitted to the

College of Graduate and Professional Studies by March 15 to be considered for fall admission in the Clinical Counseling Program. Please note that PSYC 523 and PSYC 549 cannot be taken at any other institution.

Program Requirements:

The Master of Arts in Psychology: Clinical Counseling curriculum provides instruction in the theory and practice of counseling from a psychological perspective. The curriculum consists of a total of 54 credit hours, including 30 credit hours of core courses, 12 hours of advanced courses, 3 hour elective, and 9 hours of fieldwork. Fieldwork is completed in agencies throughout the tri-county area and involves a 150-hour practicum and 600-hour internship. Students who successfully complete this program (and take Career Counseling as one of their elective courses) meet the educational requirements for professional licensure as a Professional Counselor in South Carolina. The program addresses the development of counseling skills in a variety of treatment modalities, including individual, family and group. While approximately 10% of graduates have sought and gained admission to doctoral programs, the program is designed as a terminal masters degree program. The program is a member of the Council of Applied Master's Programs in Psychology and is accredited by the Masters in Psychology Accreditation Council. Students must abide by the APA code of ethics during all steps of the program.

The MA degree will be conferred on students who have successfully completed the requirements of the program with a minimum GPA of 3.0. For the elective thesis option, a written presentation as well as oral defense of the student's research before a faculty committee is required. All students must successfully complete a comprehensive examination after completing their ten core courses (see below) and must complete a written and oral presentation of a case study for a panel of faculty members as part of the internship requirement in order to complete the program. Students must complete all course requirements within a 5-year period from the date of initial enrollment. No more than 12 hours of graduate credit taken as non-degree-seeking student will be applied toward program requirements if the student is eventually admitted into the program.

Required program for Clinical Counseling Students:

Core Courses:

Core Courses.	
Course	Credit
PSYC-500	Human Growth and Development, 3 hrs.
PSYC-501	Principles of Cognitive and Behavioral
	Change, 3
PSYC-507	General Psychopathology: Assessment and
	Differential Diagnosis, 3
PSYC-508	Counseling and Personality Theories, 3
PSYC-514	Ethics and Mental Health Law, 3
PSYC-523	Statistics and Research Design,3
PSYC-525	Basic Counseling Techniques, 3
PSYC-549	Applied Measurement Techniques, 3
PSYC-553	Introduction to Family Dynamics, 3
PSYC-561	Social-multicultural Perspectives, 3
PSYC-599	Thesis (3 credit hours), is optional for students

Students completing the Clinical Counseling curriculum must complete a comprehensive examination successfully to be permitted to take the following Advanced Courses:

Advanced Courses:

Course	Credit
PSYC-552	Group Counseling Techniques, 3 hrs.
PSYC-611	Clinical and Professional Issues in Counseling, 3
PSYC -643	Contemporary Psychological Assessment and
	Psychotherapy, 3
PSYC-644	Advanced Counseling Techniques, 3
ELECTIVE* 3	
PSYC-629	Practicum: Clinical Counseling, 3
PSYC-651	Internship I, 3
PSYC-652	Internship II, 3
*Electives (Student	chooses one):
PSYC-558	Family Systems, 3
PSYC-602	Social and Biological Basis of Child and
	Adolescent Behavior, 3
PSYC-603	Affective and Cognitive Interventions:
	Child/Adolescent, 3
PSYC-555	Special Topics: Alcohol and Substance
	Abuse Counseling, 3
PHED-511	Special Topics: Sports Psychology, 3
EDUC-550	Career Counseling, 3 (Required for Licenses
	Professional Counselor)

See course descriptions for Psychology courses beginning on page 68.

Field Placement Requirements:

Clinical Counseling students complete one 150-hour practicum and one 600-hour internship providing clinical services in a community agency subsequent to successful completion of PSYC-644 and PSYC652. Field placement opportunities are available in many agencies within the tri-county area and are listed on the website.

Students who have completed graduate work elsewhere but who desire admission to one of the Clinical Counseling practicum/ internships for licensure or professional development reasons must receive formal approval by the Clinical Counseling Committee. Additionally, such students will be required to take the following three courses at The Citadel prior to admission to practicum:

PSYC-508 Counseling and Personality Theories PSYC-552 Group Counseling Techniques

PSYC-643 Contemporary Psychological Assessment and Psychotherapy

PSYC-644 Advanced Counseling Techniques

The Citadel has adopted this policy because of its ethical responsibilities to practicum agencies, the clients of the agencies, and to the students. Without this background of experience with students, The Citadel is not in a viable position to attest to the student's readiness for the practicum/internship placement.

Master of Arts (M.A.) in Psychology Education Specialist Degree (Ed.S.) in School Psychology Psychology Department, 843-953-5320 Kerry Lassiter, lassiterk@citadel.edu

Mission:

The mission of the Specialist in Education (Ed.S.) program in School Psychology is to prepare students to become scientist practitioners. This model sees the school psychologist as a databased problem solver at the individual, the group, and the systems level. The concept includes the interaction of the student in the classroom, the school system, the family and the community. The Ed.S. degree emphasizes application of psychological principles, knowledge, and skills in relating to the process and problems of education. The program is approved by the South Carolina Department of Education, and graduates are eligible for certification at the School Psychologist II level. The program is also accredited by the National Association of School Psychologists (NASP, 2003), the National Association of State Directors of Teacher Education Certification (NASDTEC, 2003) and the National Council for Accreditation of Teacher Education (NCATE, 2000).

Admission Requirements:

Admission to the School Psychology Program is based on a competitive review of application materials. All applicants must request admission packets from the CGPS Office and submit for review:

- An official transcript of the baccalaureate degree and all other undergraduate work from an accredited college or university. Minimum requirements for consideration include an overall undergraduate grade point average of 2.75 (or graduate grade point average of 3.0);
- 2. The Graduate Record Examination (GRE) score of 1000 (minimum of 450 on each section) or a score of 410 or higher on the Millers Analogies Test (MAT) (score of 50 if taken prior to October 2004);
- 3. A completed admissions questionnaire and application;
- 4. Two letters of reference.

Application materials can be requested from the College of Graduate and Professional Studies, The Citadel, Charleston, South Carolina 29409: (843) 953-5089. All application requirements must be completed and materials submitted to the College of Graduate and Professional Studies by March 15th.

Students requesting to transfer to the School Psychology program from another Citadel graduate program are reviewed under a streamlined process. Students must complete a short-form application which is available from the College of Graduate and Professional Studies office. The completed application, academic progress to date, and feedback from Citadel faculty will be utilized to determine admission. Please direct all questions regarding admissions or the transfer process to the Coordinator of Admissions.

Program Requirements:

The Ed.S. degree in School Psychology consists of 75 semester hours with 4 interacting components:

- 1. Core knowledge courses focusing on psychological foundations with emphasis on the role, functions, and scope of the profession of school psychology (30 hours).
 - a. PSYC 500: Human Growth and Development
 - b. PSYC 501: Application of Learning Theory
 - c. PSYC 507: General Psychopathology:Assessment & Differential Diagnosis
 - d. PSYC 508: Counseling and Personality Theories
 - e. PSYC 512: Ethics, Roles, & Issues: School Psychology
 - f. PSYC 523: Statistics and Research Design
 - g. PSYC 525: Basic Counseling Techniques
 - h. PSYC 549: Applied Measurement Techniques
 - i. PSYC 553: Introduction to Family Dynamics
 - j. PSYC 561: Social-multicultural Perspectives
- 2. Advanced knowledge and skills courses which emphasize the knowledge and skills more specific to educational settings (15 hours)
 - a. PSYC 502: Psychological & Educational Exceptionalities: Child/Adolescent
 - b. PSYC 602: Social & Biological Basis of Child &Adolescent Behavior
 - c. EDUC 528: School Administration
 - d. EDUC 590: Reading Diagnosis and Remediation
 - e. EDUC 601: School Law
- 3. Courses critical to functioning as a data-based problem-solver which provide supervised, hands-on training in assessment and intervention skills within school settings (27 hours).
 - a. PSYC 503: Objective Assessment
 - b. PSYC 504: Special Techniques in Assessment
 - c. PSYC 505: Practicum I: Personality & Social Assessment
 - d. PSYC 601: Practicum in School Psychology II
 - e. PSYC 603: Affective/Cognitive Interventions: Child/ Adolescent
 - f. PSYC 605: Systems Theory & Consultation: Prevention and Intervention
 - g. PSYC 606: Behavioral, Instructional, and Educational Interventions
 - h. PSYC 621/622: Internship in School Psychology I/II (6 hours total)
- 4. Experience as a scientist practitioner in gathering and analyzing data (3 hours).

PSYC 599: Thesis (must be completed prior to award of the M.A.)

Students in the School Psychology program who successfully complete the 75 semester hours and other Program requirements (see Handbook of School Psychology) are awarded the Ed.S. degree. Students must complete all course requirements within a 5-year period from the date of initial enrollment. Internship requirements must be completed within 2 years of the completion of course work or 7 years from date of initial enrollment. Students may apply for a Master of Arts in Psychology degree after completion of 39 semester

hours from the School Psychology Program of Studies, 3 of which must be the thesis.

Internship Requirements:

School Psychology students must complete all course work before placement in an internship setting (including thesis). Students will be required to spend a minimum of 1200 clock hours in supervised internship.

Program Sequence:

PSYC 503, 504, 505, and 601 must be taken in prescribed sequence, with each course building on the preceding one incrementally. The intervention courses (PSYC 603, 605, and 606) must be completed prior to (or taken concurrently with) PSYC 601 (Practicum in School Psychology II) to allow for further practical experience with intervention skills within the schools. There is also a research sequence comprised of three courses (PSYC 523, 548, and 599). Please note that ALL full-time school psychology students must be enrolled in PSYC 503 during their first Fall semester enrolled in the to avoid an extension of their course work by one year.

Attendance Policy:

The Catalog of the College of Graduate and Professional Studies delineates a general policy regarding class attendance. Students are expected to be familiar with this general attendance policy. Unless stated differently in course syllabi, this general policy is in effect and course instructors can fail a student who misses more than 20% of classes.

The Graduate program in School Psychology is, by its nature, an applied practitioner program leading to anticipated passing scores on the PRAXIS II and certification as a practicing School Psychologist in South Carolina. A number of the courses are designed to facilitate the acquisition of hands-on experiences with various diagnostic, evaluation, and intervention techniques where skill acquisition is based on instructor demonstrations and modeling, guided individual and group practice and participation by the student, role playing, and group activities, such as simulations, that build the necessary foundations for the acquisition of the basic skills necessary to the practice of the profession of School Psychology. In these courses, a strict absence policy has been adopted by the Program to ensure that all learning experience is not compromised. Specifically, those courses that fall under this absence policy are as follows: PSYC 503, PSYC 504, PSYC 505, PSYC 512, PSYC 601, PSYC 603, PSYC 605, PSYC 606, PSYC 621, and PSYC 622. Students enrolled in these classes are advised to consult their syllabus and instructor for more specific details

List of all Psychology Graduate Courses:

PSYC-500—Human Growth and Development

Three Credit Hours

An analysis of the principles of human development with emphasis on the contributions of biological, social, psychological, and multicultural influences as applied to an understanding of cognitive, emotional, social, and physical development across the life-span. Particular emphasis will be given to the psychobiological nature and social context of development as well as cultural and ethnic variations impacting on developmental processes.

*Prerequisite: none

PSYC-501—Principles of Cognitive and Behavioral Change

Three Credit Hours

This course will provide a systematic review of key concepts and principles of contemporary behavior and social learning theory. This material serves as a backdrop for an examination of a functional analytic approach to behavioral assessment and cognitive-behavioral therapeutic interventions. The theoretical rationale and empirical basis of traditional and more recently developed cognitive-behavioral interventions will be reviewed. Examples of these interventions include exposure techniques, contingency management, child-parent training, social skills training, cognitive therapy interventions, motivational interviewing, acceptance and commitment therapy, mindfulness, and dialectical behavioral therapy.

*Prerequisite: None

PSYC-502—Psychological and Educational Exceptionalities: Children and Adolescents

Three Credit Hours

This course is an overview of child and adolescent educational and behavioral disorders. The course will focus on definition, etiology, epidemiology, diagnosis, and treatment/intervention. Overlap and distinguishing characteristics of educationally and psychiatrically defined disorders will be emphasized.

*Prerequisites: None

PSYC-503—Objective Assessment

Three Credit Hours

This course is critical to data collection in the School Psychology program's data-based problem-solving model. It is an introduction to the administration, scoring, and interpretation of measures of intelligence and visual-motor abilities. The student will have practical experiences in the use of appropriate instruments. Each student must demonstrate proficiency with these instruments with emphasis on utilizing this information within the data-based problem-solving model, particularly the problem definition, problem analysis and intervention planning stages.

PSYC-504—Special Techniques in Assessment

Three Credit Hours

This course is critical to data collection in the School Psychology program's data-based problem-solving model. It is an advanced assessment course, building on skills learned in PSYC503, where students gain practical experience with intelligence, achievement, visual-motor measures as well as adaptive behavior and preschool assessment. Emphasis is on integrating information from all

sources (i.e., problem analysis) into information utilized in intervention planning within the problem-solving model.

*Prerequisites: PSYC-503

PSYC-505—Practicum I: Personality and Social Assessment

Three Credit Hours

Students will have supervised, field-based experiences in assessment with focus on acquiring and interpreting information on behavioral tendencies and styles with special attention to school age children and youth. Student will have practical experience in the use and interpretation of projective, objective, and observational techniques. Field experience will be integrated with analysis of the literature relating to legal issues, validity of data, and clinical studies. Emphasis will be on utilization of such information in a model that emphasizes data-based problem solving, planning, and intervention at multiple levels across systems.

*Prerequisite: PSYC-503 and PSYC-504

PSYC-507—General Psychopathology Assessment and Differential Diagnosis

Three Credit Hours

A study of the major mental illnesses delineated in DSM-IV. The course will have a particular focus on differential and overlapping symptomatology within and across major classes of disorders. Models of assessment will be matched with specific symptom patterns. Continuity and overlap of normal and deviant behavior will be recognized. Additionally, students will examine the etiological and epidemiological factors in psychopathology.

*Prerequisite: none

PSYC-508—Counseling and Personalities Theories

Three Credit Hours

This course is designed to provide a balanced and systematic study of the major counseling and personality theories. The course will integrate personality theory (including assessment and research techniques), and normal, and abnormal personality with a particular emphasis on therapeutic application of the major theories of counseling intervention.

*Prerequisite: PSYC-500

PSYC-512—Ethics, Roles, and Issues: School Psychology

Three Credit Hours

This course will provide a survey of the field of school psychology. The role and function of the school psychologist, legal, ethical and professional issues in school psychology will be topics covered in this course. Field experiences, research methods and contemporary trends in school psychology will also be addressed. Students will be oriented to a data-based problem-solving model of school psychology that is empirically driven and intervention focused within an ecological framework. An important outcome for this course is to foster participant's dispositions towards appreciating the diverse opportunities for school psychologists to positively impact communities, and to value implementing best practices as a school psychologist.

*Prerequisite: None

PSYC-514— Ethics and Mental Health Law

Three Credit Hours

This course is designed to provide the Clinical Counseling

student with a broad overview of professional issues related to counseling, including reference to current and historical role issues and emphasis on matters of ethics and mental health law related to the counseling profession. Particular attention will be given to the examination of ethical principles and mental health law relevant to the potential conflicts/dilemmas arising in the course of counseling practice (e.g., suicide, homicide, role conflict, multiple relationships, etc.). Issues specific to service delivery to minorities and special populations will be addressed, as will possible ethical conflicts arising within particular counseling modalities (e.g., marital and family counseling, group counseling).

*Prerequisite: None

PSYC-523—Statistics and Research Design

Three Credit Hours

Course will focus on descriptive and inferential statistics as tools for exploration of quantitative research methods. Students will develop competence in generating basic research designs to answer questions in schools, agencies, and practice.

*Prerequisite: None

PSYC-525—Basic Counseling Techniques

Three Credit Hours

Course focuses on fundamental skills of interviewing, assessment, case conceptualization, and intervention. These preparatory skills are taught through role-play and other practical approaches. The course is practice-oriented and designed to assist the student in developing professional skills. The student will be involved in analyzing his or her own counseling style and performance.

*Prerequisite: none

PSYC-549—Applied Measurement Techniques

Three Credit Hours

This course is designed to prepare students to become intelligent users of assessment information within the clinical decision-making process. The primary focus is on understanding the philosophical and statistical properties of measurement instruments, developing an understanding of the advantages and limitations of assessment approaches, enhancing sensitivity to social and ethical issues in assessment, and using an integrative approach for applying the results of assessment to diagnosis and the clinical decision-making process.

*Prerequisite: None

PSYC-552—Group Counseling Techniques

Three Credit Hours

This course provides students with an understanding of the role of the group counseling/psychotherapy modality in therapeutic settings. Focus is on the major components of group counseling/psychotherapy, including: client selection and preparation for group; attributes and behaviors of effective group counselors; group dynamics and group processes; stages of group development; therapeutic factors associated with groups; and methods/procedures used in group counseling/psychotherapy.

*Prerequisite: The student must have completed all core courses and the comprehensive examination successfully.

PSYC-553—Introduction to Family Dynamics

Three Credit Hours

This course is designed to serve as an introduction to the various schools of family therapy. Students will study the historical context and underlying pragmatic assumptions inherent in the diverse schools. Students will survey the major contributors to each theoretical perspective and examine techniques unique to each perspective.

*Prerequisite: PSYC-500

PSYC-555—Special Topics in Psychology

Three Credit Hours

This course is designed to provide service providers and students with information and knowledge regarding contemporary psychological and social problems. Various topics will be offered as the need arises. This course varies across semesters. Students must obtain approval from their advisor to include this course as an elective.

PSYC-558—Family Systems

Three Credit Hours

This course is a fundamental introduction to the systems approach to intervention. Models will be taught which integrate information regarding the marital, sibling, and individual subsystems, as well as the family of origin and external societal influences. Developmental aspects of family functioning will be considered in this context. Students interested in obtaining the LMFT should complete this course.

*Prerequisite: PSYC-553

PSYC-561—Social-Multicultural Perspectives

Three Credit Hours

This course uses principles of social psychology to examine the influences of cultural, ethnic, minority, gender, and life-styles on psychological, educational and social development. Particular attention will be focused on variations in experiences and perceptions of individuals from divergent backgrounds as these impact on educational and psychological environments. Students will be provided practical experiences that will enable them to shift focus from their own perspectives.

*Prerequisite: PSYC-500

PSYC-599—Thesis

Three Credit Hours

A supervised applied research project related to a topic or issue in psychology. A prospectus, to be approved by the supervising faculty member, shall detail the nature of the study and the methodology to be used. The thesis shall be submitted according to designated format, and its acceptance (and the award of credit) shall depend upon an oral defense before departmental faculty. The student will also be expected to submit the research for presentation at a state, regional, or national psychology association meeting or equivalent. *Prerequisite: Completion of PSYC-523 or549

PSYC-601—Practicum in School Psychology: II

Three Credit Hours

This practicum is seen as part of the final "capping off" of students before they begin professional school psychology internships. Applying the data-based problem-solving model, students will engage in the administration and scoring of traditional and alternative measures of intelligence, achievement, adaptive behavior, visual-

perceptual, and socio-emotional functioning that are commonly used by school psychologists. Students will apply this data to problem analysis and recommend or implement appropriate interventions that are supported by intervention monitoring and adhere to best practices in school psychology. Students will experience various roles frequently expected of school psychologists in public schools or affiliated agencies with supervision provided by practicing certified school psychologists.

*Prerequisite: PSYC-503, PSYC-504, and PSYC-505

PSYC-602—Social and Biological Basis of Child and Adolescent Behavior

Three Credit Hours

This course is an advanced course with a contemporary focus on the child and adolescent with particular attention to biological and social forces that shape development. Developmental processes will be examined through a review of current research. Part of the course will focus on cultural/technological forces (e.g., computers, television, video games) which are particularly important to today's youth and which are important forces impacting on development.

*Prerequisite: PSYC-500

PSYC-603—Affective and Cognitive Interventions: Child/Adolescent

Three Credit Hours

This course is critical to problem recognition and intervention in the School Psychology programs data-based problem-solving model. The course will encompass the discussion and application of the theories of child and adolescent development to the formation of an empirically-based framework for the treatment of children and adolescents. Within this conceptual framework, students will learn to employ empirically-based treatments and to evaluate innovative treatment programs. Demonstration of such learning will be exhibited in a presentation of a case study with a child experiencing some academic and/or emotional difficulty. Through this case study, students will combine the scientist-practitioner model into a data-based problem solving approach to intervention with a youngster in need of school psychology intervention.

*Prerequisite: PSYC-501 and PSYC-507

PSYC-605—System Theory and Consultation: Prevention and Intervention

Three Credit Hours

This course is critical to the intervention stage of the School Psychology program's data-based problem-solver model. School psychology students will develop skills in systems theory and intervention, consultation, and alternative delivery services to schools. Traditional test-and-place perceptions will be replaced with perceptions based on the principles of prevention, consultation, alternative intervention methods, and intervention progress monitoring. Students will cover systems theories and models of consultation to include mental health consultation, behavioral consultation, organizational change, and collaborative decision-making as well as primary/secondary prevention methods with a focus on the learning and psychology of the school age child/adolescent. Interventions that promote positive school cultures will be examined across classroom, school, family, and community systems.

*Prerequisite: PSYC-512

PSYC-606—Behavioral, Instructional, and Educational Intervention

Three Credit Hours

This course is critical to the School Psychology program's data-based problem-solving model. It is an applied course for school psychology students designed to develop skills in designing, implementing, and evaluating instructional and education interventions that improve the psychological and learning environment for children and adolescents. Students will cover behavioral principles and models and techniques of instruction and education. Students will be expected to be able to implement interventions that promote positive learning for children and adolescents in an atmosphere conductive to learning. Students will also be expected to focus on means whereby they can help improve the effectiveness of teachers and administrators.

*Prerequisite: PSYC-501

PSYC-611—Clinical and Professional Issues in Counseling

Three Credit Hours

Counseling does not occur in a vacuum and clinical counselors working within the community must possess basic knowledge of a number of topics that affect the provision of care to clients. This course addresses a number of topics that relate to the practice of counseling. Topics to be addressed include: 1) licensure and professional development; 2) advanced personality theory with a focus on assessment and treatment of personality disorders; 3) psychopharmacology for the non-physician; and 4) use of empirically validated treatments.

*Prerequisite: Students must have completed all core courses and passed comprehensive examination.

PSYC-621/622—Internship in School Psychology: I and II

Three Credit Hours Each

A field placement in school psychology utilizing either a clinic setting (for no more than half the internship) and/or a public school setting in which the student works under the direct supervision of a certified school psychologist in conjunction with The Citadel Coordinator of School Psychology Practicum and Internships. Internship training represents the cumulative experience and the synthesis of all course work and practice. The goal is to prepare the intern for independent function as a school psychologist, i.e., databased problem-solver, capable of providing a full range of services with a multiculturally diverse client population. Students are required to complete 1200 clock hours (PSYC-621 and 622) of supervised internship experience.

*Prerequisite: Completion of all other course work for the Ed.S. degree (including thesis).

PSYC-629—Practicum: Clinical Counseling

Three Credit Hours

This course is a supervised field experience for community counseling students who are at the end of their program. The practicum consists of 150 hours of work within a community agency. In addition to working with clients in the community, students experience individual and group supervision that emphasizes case conceptualization and the use of intervention strategies. The practicum course integrates previous course experiences with counseling skills. The student will complete a comprehensive case study integrating theory, research, and practical issues in the treatment of a client seen during the practicum experience.

*Prerequisites: Completion of all prior course work (may take elective with Practicum). Note that permission of advisor is required during the semester prior to enrollment in the course. Registration is contingent upon advisor approval based upon successful completion of coursework and demonstration of readiness to function in a professional role in the community.

PSYC-643—Contemporary Psychological Assessment and Psychotherapy

Three Credit Hours

This course integrates clinical assessment, case conceptualization, and treatment planning and evaluation. The emphasis on assessment highlights specific, focused procedures for common clinical problems. Interview methods, self-report instruments, and self-monitoring among others will be considered for their psychometric characteristics, clinical utility, and practicality. Case conceptualization will integrate the results of the assessment process with current conceptual and empirical literature on etiology and treatment. The course includes practical exercises in the assessment, conceptualization, and treatment for the most common clinical problems.

*Prerequisite: Students must have completed all core courses and passed comprehensive examination.

PSYC-644—Advanced Counseling Techniques

Three Credit Hours

This course is designed to prepare clinical counseling students for the practicum experience. The student will implement and apply previous learning of theory, techniques, and understanding of the therapeutic process through experiential and didactic methods. The student will develop increased knowledge of the counseling process, including assessment, case conceptualization, diagnostics, and intervention strategies. The student will complete a comprehensive case study integrating theory, research, and practical issues in the "treatment" of a simulated client.

*Prerequisite: Students must have completed all core courses and passed comprehensive examination.

PSYC-651/652—Internship: Clinical Counseling

Three Credit Hours Each

The internship is a supervised field experience consisting of 600 hours of work in a community agency. It involves continued refinement of counseling skills developed over the course of the student's program. The student will complete and present a comprehensive case study integrating theory, research, and practical issues in the treatment of a client seen during the internship experience.

Prerequisites: Completion of all prior course work (may take elective with Practicum). Note that permission of advisor is required during the semester prior to enrollment in the course. Registration is contingent upon advisor approval based upon successful completion of coursework and demonstration of ability to function in a professional role in the community.

*Prerequisite: Completion of all prior course work, including Practicum (may take elective with Internship)

Master of Arts in Social Science
Department of Political Science
& Criminal Justice
Robert Steed, 843-953-6882
steedr@citadel.edu

Mission statement:

The degree is designed to allow students to advance their knowledge of the social sciences through an interdisciplinary study of political science, criminal justice, sociology, anthropology, psychology, and related disciplines.

This program offers students the opportunity to acquire a broad interdisciplinary background in the social sciences and includes a familiarization with the perspectives, processes, and methods used in the study of social phenomena. Designed for students and professionals from all walks of life, the program allows one to tailor the emphasis of the course of study to fit a variety of individual and career interests.

Admission Requirements:

- Complete and return application form along with appropriate application fee to the College of Graduate & Professional Studies (CGPS), Bond Hall room 101.
- 2. Submit to the CGPS official transcript(s)
- 3. All students must successfully complete either the Graduate Record Examination (GRE) or the Millers Analogy Test (MAT). The minimum for the GRE is a verbal and quantitative combination of 900. The minimum for the MAT is a score of 396 (a raw score of 40 if taken prior to October 2004). Individuals who fail to meet the minimum score requirement may be admitted to regular student status with a recommendation of the Associate Dean upon the completion of twelve or more hours of work with a minimum grade point average of 3.25.

Required Program:

The Master of Arts in Social Science is a 36 credit hour program consisting of the following requirements:

- Required Core (6 hours)
 PSCI 500/ CRMJ 500 Seminar in Social Science
 PSCI 501/ CRMJ 501 Research Methods in Social Science
- Cluster A: Foundation Courses (15 hours)
 Students should select five courses from any political science, criminal justice, sociology, or anthropology courses the Department offers.
- Cluster B: Electives (15 hours)
 Students should select five courses from those listed in this cluster, three of which must by Psychology graduate courses (9 hours). Other courses may be used as electives with the

permission of the Departmental Graduate Director.

PSYC 500 PSYC 501 PSYC 507 PSYC 508 PSYC 553 PSYC 555 PSYC 561 PSYC 602	Human Growth and Development Principles of Cognitive & Behavioral Change General Psychopathology Counseling and Personality Theories Introduction to Family Dynamics Special Topics in Psychology Social-Multicultural Perspectives Social and Biological Basis of Child and dolescent Behavior (prerequisite: PSYC 500)
BADM 606	Economics for Decision Making
BADM 608	Professional Communication
EDUC 500 EDUC 561 EDUC 600 ENGL 530 ENGL 558	Counseling Diverse Populations Professional Negotiations
HIST 506 HIST 551 HIST 610 HIST 620 HESS 502 HESS 503 HESS 504	The U.S. in the Twentieth Century Women in the Western World Special Topics in U.S. History Special Topics in the Lowcountry Studies Drug and Substance Abuse Human Sexuality Public Health

Total: Thirty-six (36) hours.

List of Courses:

PSCI-500/CRMJ-500—Seminar in Social Science

Three Credit Hours

An interdisciplinary introduction to the social science with an emphasis on the perspectives and patterns of inquiry of several subfields. This course surveys the empirical and theoretical contributions of different social science disciplines in order to provide a fundamental understanding of the dynamics of individual and group behavior. Topics include ethics, social science methodology, and the key criticisms of these methods.

PSCI-501/CRMJ-501—Research Methods in Social Science Three Credit Hours

An examination of methods in the scientific study of social phenomena with emphasis given to the systematic study of society and contemporary research problem in the social sciences, including research design, data collection, data analysis, and computer applications.

PSCI-502—The American Federal System

Three Credit Hours

This course will examine the origins of and the relationships

between the national government and the state and local governments. Topics covered will include the nature of the federal system and overviews of the functions and powers of the national and state and local governments. Particular attention will be given to an evaluation of the policy-making process through a study of one or more policy areas such as urban policy, welfare policy, and environmental policy.

PSCI-503—The Politics of American Democracy: Political Behavior, Interest Groups, and Political Parties

Three Credit Hours

This course will examine the political process in the United States, including an analysis of public opinion, the mass media, political parties, interest groups, voting behavior, and elections. It will incorporate an introduction to the basic methods of data analysis in order to allow students to read and understand social science literature.

PSCI-505—Instructional Approaches to Social Sciences Three Credit Hours

This course is designed to provide an overview of the social sciences, to show how they differ from the humanities and the natural sciences, to review how the scientific approach and the scientific method may be applied to the study of social sciences, and to introduce teachers to a variety of pedagogical techniques; special emphasis will be given to the use of technology in the teaching of the social sciences and will include instruction on the use of the internet, on the gathering and analysis of social science data, and the utilization of simulations in the classroom.

PSCI-506—Legislative Process

Three Credit Hours

A study of the organizations and procedures of a legislative body with attention on its role in policy formation and its relationships with other parts of a political and governmental

PSCI-507—American Presidency

Three Credit Hours

A study of the modern presidency with attention to its origin and its historical and constitutional development. Emphasis is placed on the examination of the various roles and functions of the President and on an analysis of presidents in action.

PSCI-509—Urban Politics

Three Credit Hours

A survey of urban areas and their development with emphasis on the politics of U.S. urban and suburban areas. Topics explored through lectures, seminars and student-led discussions of the professional literature include types of urban governance; urban demographics; suburbanization and gentrification; "urban sprawl"; the development of professionalized city planning; public administration and finance; pluralist competition in city regimes; race and politics; economic development; issues of federalism; and city-county consolidation and state-city relations.

PSCI-510—Topics in Political Science

Three Credit Hours

Selected topics that fit the needs of students as well as the

specialized knowledge of the faculty. Topics could range from stability and change in the American political system to the best way to attain security in a nuclear-armed world.

PSCI-521—Advanced Placement: American Government

Three Credit Hours

This course reviews and examines the materials, methods, and approaches utilized in organizing and teaching the high school advanced placement course on American Government. Successful completion of the course satisfies the state requirement for certification to teach the advanced placement American Government Course.

PSCI-561—Law and Legal Process

Three Credit Hours

A general survey of the American legal process (except for the criminal justice process) with emphasis on the nature and function of law, the organization of legal institutions (primarily the state and federal judiciaries), an introduction to civil law and the civil justice process, the roles of judges and lawyers, the judicial decision-making process, and the impact of court decisions.

PSCI-570—The Civil Rights Movement

Three Credit Hours

An examination of the Civil Rights Movement from World War II to the present with extended attention given to the critical period from 1954 to 1965; the course will consider the impact of this "civil rights decade" on American politics and political behavior during the last third of the 20th century. Key events, organizations, and personalities will be examined, and continuing issues (such as affirmative action, majority-minority legislative districting, and racial typing) will be discussed. Secondary analyses will be supplemented by the use of videotapes, first-hand accounts, and primary documents to enhance students' understanding of the movement and its effects.

PSCI-592—Political Theory

Three Credit Hours

Major theoretical writing from the ancient Greeks to the present day with emphasis on a comparison of ideas and on the relationships between theories and contemporary problems.

PSCI-662—Constitutional Law: Civil Rights and Liberties

Three Credit Hours

A study of the underlying and basic principles of the Constitution as reflected in the leading decisions of the United States Supreme Court with special attention directed to the Bill of Rights and the Thirteenth, Fourteenth, and Fifteenth Amendments.

CRMJ-510 Topics in Criminal Justice

Three Credit Hours

Selected special topics or problems in the general area of criminal justice to fit the needs of students as well as the specialized knowledge of the faculty.

CRMJ-560 Criminal Justice Agency Administration

Three Credit Hours

Seminar on the nature of criminal justice organizations, criminal justice personnel, and group behavior in criminal justice organizations. Organizational and management theories are analyzed and applied to contemporary structure. Innovative strategies are discussed, as is policy development consistent with jurisdictional variables.

CRMJ-561 Drugs and Crime

Three Credit Hours

This course of study explores and analyzes issues involving drugs and crime. Drug types, drug offenders, drug trafficking/global smuggling, money/laundering, law enforcement/interdiction, governmental response, domestic and international drug policy, drug-crime correlation, drug testing, and the drug relationship to other social problems are examined. Future trends and current dilemmas are investigated regarding the effectiveness of law enforcement, the "war on drugs", and drug usage.

CRMJ-562 Comparative Criminal Justice Systems

Three Credit Hours

An examination of the ideology, structure, and justice processes of various criminal justice systems in the United States, Europe, Asia, Africa, Middle East and Latin America This comparative study involves the analysis of diverse social control, legal, police, court, correction, and juvenile systems from representative justice approaches around the world. Variations among countries in crime and deviance phenomena, as well as, comparative normative values, practices, and ethics of justice system practitioners are explored. Contemporary dilemmas and issues involving crime and criminal justice practices among divergent justice schemes are discussed.

CRMJ-563 Criminal Evidence

Three Credit Hours

A graduate level discussion of types of evidence, collection of evidence, the chain of custody, and procedures relating to its introduction into judicial proceedings. Special attention is given to Fourth Amendment constitutional issues and the changing nature of the judicial order.

CRMJ-564 Juvenile Justice

Three Credit Hours

A study of juvenile delinquency and the operation of the American juvenile justice system. The course explores classical and contemporary theories of juvenile delinquency and status offending, as well as the effects of family, peers, school, gang affiliation, and drug usage on youthful offenders. In examining the juvenile justice system, the course investigates the historical development and individual operating components. (e.g., police, courts, and corrections) of the system. Consideration is given current and future issues involving youth and delinquency such as curfew, boot camp, youth violence, drug usage, and court waiver.

CRMJ-565 Corrections

Three Credit Hours

An overview of the American correctional system including prisons, jails, probation and parole. In addition to the historical development of punishment and corrections, the course explores issues involving the effectiveness of formal punishment, deterrence effects, punishment types, and the death penalty. Discussions also include prison inmate culture, prison gangs, prison life, inmate civil rights and litigation, problems and dilemmas of early release, probation, parole, and recidivism. Future trends and prospects for an increasing prison and parole population are discussed.

CRMJ-566 Ethics in Criminal Justice

Three Credit Hours

A study of the role of justice, ethics, and ethical behavior in the criminal justice process and practice. The course examines ethical issues regarding the applications of law enforcement, law, courts, and corrections in the justice mechanism. Consideration is given to the function of ethical conduct in the rule of law, use of authority, and exercises of governmental power in criminal justice. Ethical dilemmas and practical applications are explored.

SOCI-501—Social Determinants of Modern Life

Three Credit Hours

This course explores some of the major determinants of group life such as social structure, socialization, stratification, the major social institutions, and social change. In addition, attention will center upon population dynamics and migration and the effects which they exert upon community life.

ANTH-501—Physical and Cultural Adaptations

Three Credit Hours

This course begins by briefly tracing the origins of humans up to the present. This primate history is then used as a base for a more in-depth look at the range of variability of living peoples. Next, the growth and development of human cultures are examined, beginning with the nature and adaptation of bands and progressing through tribes and peasants to industrial societies.



Citadel School Mathematics & Sciences

MA:

Biology

MS:

Computer Science,

MS:

Health, Exercise &

Sport Science

Graduate Classes:

Mathematics

Master of Arts in Biology
Department of Biology, 843-953-7880
Paul M. Rosenblum,
paul.rosenblum@citadel.edu

Mission Statement:

The Master of Arts in Biology degree is designed to advance the knowledge of students in a variety of biological disciplines.

The purpose of this degree is to offer certified secondary school teachers, business people and other professionals the opportunity to advance their knowledge in the rapidly expanding discipline of biology. For teachers, the degree enhances their ability to teach a variety of courses within the discipline. For other professionals, the program allows individuals to construct a program for professional advancement in their field.

Admission Requirements:

- 1. Complete and return application form along with appropriate application fee to the College of Graduate & Professional Studies (CGPS), Bond Hall room 101.
- 2. Submit to the CGPS official transcript(s)
- 3. All students must successfully complete either the Graduate Record Examination (GRE) or the Millers Analogy Test (MAT). The minimum for the GRE is a verbal and math combination of 900. The minimum for the MAT is a raw score of 396 (or a score of 40 if taken prior to October 2004). Individuals who fail to meet the minimum score requirement may be admitted to regular student status with a recommendation of the Associate Dean upon the completion of twelve or more hours of work with a minimum grade point average of 3.25.

Program Requirements:

The Master of Arts in Biology program requires a minimum of eight graduate level courses totaling at least 32 credit hours. At least five of these courses must be biology courses chosen from the list below. With the approval of the graduate advisor, students in the M.A. in Biology program may apply up to three graduate courses in allied areas toward their graduation requirements. These allied areas may include, but are not limited to, education, chemistry, geology, psychology, and physics. Students admitted to the program are not required to have an undergraduate major in biology, however it is assumed that students have had at least eight hours in college level biology courses. Prospective students who do not have the recommended eight hours in undergraduate biology must confer with the department head or graduate advisor prior to beginning the program. All students must meet with the graduate advisor prior to beginning their course of study. The program of study will be signed by the student and advisor and sent to CGPS when the student files for graduation.

List of Courses:

BIOL-502—Comparative Vertebrate Anatomy

Four Credit Hours

A study of the comparative anatomy of vertebrate animals. Emphasis will be placed on the evolution of organ systems in response to environmental pressures.

Lecture: three hours a week; laboratory: three hours a week.

BIOL-506—Ecology

Four Credit Hours

An introduction to the study of biological interrelationships and the effects of the environment on the structure and function of animal and plant systems. Laboratory will emphasize methods and materials of ecological investigations.

Lecture: two hours a week; laboratory: four hours a week.

BIOL-508—Genetics

Four Credit Hours

A study of inheritance, including Mendelian genetics, molecular genetics, changes in chromosome structure and number, cytogenetics, and population genetics.

Lecture: three hours a week; laboratory: three hours a week.

BIOL-509—Marine Biology

Four Credit Hours

Lectures cover major ecological factors and the fundamentals of oceanography. Laboratory work stresses familiarity with species, taxonomic methods, sampling procedures, experimental design, use of equipment, and data handling.

Lecture: two hours a week; laboratory: four hours a week.

BIOL-510—Vertebrate Natural History

Four Credit Hours

An introduction to the classification, ecology, evolution, and distribution of the vertebrates. Laboratory with emphasis on identification and field study techniques, especially with respect to the vertebrates of South Carolina.

Lecture: three hours a week; laboratory: two hours a week.

BIOL-512—Descriptive Histology

Four Credit Hours

A detailed study of the chief types of animal tissues and a description of the histology of organs. Laboratory work includes microscopic study of cells, tissues, and organs of animals.

Lecture: two hours a week; laboratory: four hours a week.

BIOL-514—The Vascular Flora of South Carolina

Four Credit Hours

An introductory study of the native vascular flora of South Carolina, emphasizing the identification and collection of native plants. The student will have practice in use of taxonomic keys and in preparation of specimens.

Lecture: two hours a week; laboratory: four hours a week.

BIOL-518—Ornithology

Four Credit Hours

A study of the structure, function, and ecology of birds. Field trips and bird specimens will give students a working knowledge of birds common to South Carolina.

Lecture: two hours a week; laboratory: four hours a week.

BIOL-519—Economic Botany

Three Credit Hours

A course in economic botany devoted to the consideration of plants which are useful or harmful to humans, their origins and history, botanical relationships, chemical constituents that make them economically important, and their role in prehistoric and modern cultures and civilizations.

Lecture: three hours a week.

BIOL-526—Freshwater Biology

Four Credit Hours

The study of freshwater organisms and their environment. Instruction will cover the biological diversity, ecological and physiological adaptation, and the physical setting of freshwater systems. Local systems of interest include large coastal rivers and lakes, upper portions of estuaries, and old rice fields.

Lecture: two hours a week; laboratory: four hours a week.

BIOL-531—Reproductive and Developmental Strategies

Four Credit Hours

A study of reproductive and developmental strategies used across the phyla, this course will consider how the choices of the reproducing adults affect the development and survival of the offspring. The laboratory will include use of model systems to investigate the theories discussed in lecture.

Lecture: three hours a week; laboratory: three hours a week

BIOL-601—Evolution of Animals

Three Credit Hours

A review of evolutionary principles and general morphology of the animal kingdom.

Lecture: three hours a week.

BIOL-602—Morphological Survey of Plant Kingdoms

Three Credit Hours

An advanced course in comparative morphology, life history, and phylogeny of the vascular and nonvascular plants. The laboratory will include work on structural and developmental relationships as applied to morphological and anatomical interpretations of the vascular and nonvascular plants.

Lecture: two hours a week; laboratory: two hours a week.

BIOL-603—General Physiology

Three Credit Hours

A study of the general principles of animal physiology. Emphasis will be placed on cellular, tissue, and organ system function and how these are integrated to allow the organism to respond and succeed in its environment.

Lecture: three hours a week.

BIOL-604—Marine Invertebrates

Four Credit Hours

A study of marine invertebrates and their environment. Lecture: three hours a week; laboratory: three hours a week.

BIOL-605—Laboratory Methods in Biology

Four Credit Hours

An experience in laboratory preparation, participation, evaluation, and supply sources for a series of general biology laboratory exercises for the secondary or middle school level. Lecture: three hours a week; laboratory: three hours a week.

BIOL-606—Field Methods in Biology

Three Credit Hours

An examination of the methods used by field biologists emphasizing experimental design, sampling techniques, and data analysis. Classroom discussion will be supplemented by practical field experience. Topics will include the measurement of primary productivity, estimation of animal population size, plant community composition and diversity, and the correlation of environmental factors with species distribution. An effort will be made to use procedures and field situations that are accessible to local teachers.

Lecture: one hour a week; laboratory: four hours a week.

BIOL-607—Microbiology

Four Credit Hours

General coverage of the anatomy, morphology, ecology, and chemistry of microorganisms. The emphasis of the course will be on bacteria, however, some time will be spent on the study of fungi, viruses, richettsiae, and protozoans.

Lecture: three hours a week; laboratory: three hours a week.

BIOL-609—Seminar in Environmental Studies

Three Credit Hours

A series of field trips, lectures, and other experiences designed to develop an understanding of the environment as it affects human well being now and in the future. This course is especially designed for teachers and counselors, grades K-12, in all disciplines. Classes will normally meet daily from 8:30 a.m. to 2:00 p.m. for a period of two weeks during a summer session. Outside fieldwork is required.

BIOL-610—Special Topics in Biology

Variable Credit Hours

This course is designed for the study of specialized topics in modern biology. The subject for each course will be announced. Lecture: three hours a week.

BIOL-611—Graduate Research

Variable Credit Hours

Research problems in various areas of biology to introduce the student to the planning and execution of research experimentation, data analysis, and the presentation of research

By arrangement; prerequisite: Permission of instructor.

BIOL-612—Cell and Molecular Biology

Three Credit Hours

An in-depth exploration of the cell surface, organelles, and metabolism of different cell types. This course integrates cell biology, molecular biology, and biochemistry.

Lecture: three hours a week.

BIOL-621—Aquatic Toxicology

Four Credit Hours

An introduction to assessing the effects of toxic substances on aquatic organisms and ecosystems. Topics include general principles of toxicology, fate and transport models, quantitative structure-activity relationships, single-species and community-level toxicity measures, regulatory issues, and career opportunities.

Examples will be drawn from marine, freshwater, and brackishwater systems.

Lecture: three hours a week; laboratory: three hours a week.

BIOL-624—Molecular Genetics and Recombinant DNA: Theory, Practice and Issues

Three Credit Hours

The fundamental principles and applications of recombinant DNA technology will be discussed and demonstrated. Emphasis will be placed on sources and preparation of materials for classroom activities. Societal issues involving recombinant DNA technology will also be explored.

Lecture: two hours a week; laboratory: two hours a week.

BIOL-631—Environmental Physiology

Three Credit Hours

This course will study the effects of such parameters as salinity, oxygen, temperature and elevation or depth on animal physiology and the adaptations made by animals to these environments.

Lecture: two hours a week; laboratory: two hours a week.

Master of Science: Computer Science Dept. of Mathematics and Computer Science John I. Moore, Jr., Department Head,

John I. Moore, Jr., Department Head, 843-953-5048

john.moore@citadel.edu

Margaret Francel, Program Director, 843-953-6987

francelm@citadel.edu

Mission:

The M.S. in Computer Science is designed to offer professionals an opportunity to attain an advanced degree in the computer science field while upgrading their skills and knowledge. The computer science program is a joint program with the College of Charleston.

Admission Requirements:

- A completed graduate application form along with appropriate application fee returned to the College of Graduate & Professional Studies (CGPS), Bond Hall room 101
- 2. One official copy of a transcript from each institution of higher learning attended.
- 3. Successful completion of the Graduate Record Examination (GRE) with a minimum combined (verbal and quantitative) score of 1000.
- 4. Evidence of a command of spoken and written English such as a TOEFL score of 550 or greater.
- Competency, demonstrated through coursework, approved work experience, or a program administrated competency exam, in the areas of basic Computer Architecture, Objectoriented Programming, Discrete Mathematics, and Data Structures.

Degree Requirements:

The Master of Science in Computer Science degree is conferred upon those candidates who successfully complete an approved program of study consisting of a minimum of 33 semester hours of graduate credit (of which no more than nine may be transfer credit) with a cumulative GPA of 3.0.

All degree candidates must:

- Complete the following four core courses for a total of 12 hours.
 - CSCI 601 Data Modeling
 - CSCI 602 Fundamentals of Software Engineering
 - CSCI 603 Object-Oriented Design Patterns
 - CSCI 604 Distributed Computer Systems Architecture

- 2. Declare an area of specialization from among software engineering, information systems, or computer science and complete four courses in that area (12 hours).
 - a) Degree candidates in the Software Engineering specialization must complete four courses from the courses numbered 634, 654, 656, 657, 658, 672, or 690 when approved by the department head or program director. One of these courses must be 656 and one of the courses must be chosen from 654 and 658
 - b) Degree candidates in the Information Sciences specialization must complete four courses from the courses numbered 631, 632, 634, 636, 638, 672, or 690 when approved by the department head or program director. Two of courses must be 632 and 638.
 - c) Degree candidates in the Computer Science specialization must complete four courses from the courses numbered 612, 614, 616, 618, 638, 674, or 690 when approved by the department head or program director. Three of the four courses must be from the courses numbered 612, 614, 616, or 618.
- 3. Complete one of the following three options (9 hours).
 - a) Research Thesis (6 hours) plus one elective.
 - Project thesis (3 hours) plus two electives.
 - c) Three electives (9 hours).

List of Courses:

CSCI 601 - Data Modeling

Three Credit Hours

Data Modeling includes conceptual, logical, and physical modeling. The focus is on conceptual data modeling. Students learn about data element analysis, standardization, naming, and normalization. They learn how to create a single model that supports multiple user views. In addition, instruction is given on how to select and use modeling tools (UML).

CSCI 602 - Fundamentals of Software Engineering

Three Credit Hours

A breadth-first coverage of software engineering processes and methodologies including life cycle modeling, process management and improvement. Metrics and phased development are emphasized.

CSCI 603 - Object-Oriented Design Patterns

Three Credit Hours

A programming course emphasizing design patterns to increase software design quality, reliability and reuse. The course covers current pattern catalog and object-oriented design processes for design refactoring. Tool usage is expected to be heavy.

CSCI 604 - Distributed Computer Systems Architecture

Three Credit Hours

Processor micro-architectures, hardwired vs. micro-programmed control, pipelining and pipeline hazards, memory hierarchies, bus-based system architecture and memory mapping, hardware-software interface, and operating system concepts.

CSCI 612 - Advanced Computer Organization

Three Credit Hours

The course covers general purpose systems consisting of loosely coupled components built from PCs. Topics include interconnection networks, protocols, high performance I/O, load balancing, availability, programming models and environments, parallel algorithms and applications. The course is lab intensive and will include the implementation of parallel algorithms on a Beowulf Cluster.

Prerequisite: CSCI 604.

CSCI 614 – Advanced Operating Systems

Three Credit Hours

A study is made of a broad range of advanced operating systems concepts, including protection, security, memory management, kernels, file systems, synchronization, naming, networks, and distributed systems as well as recent trends in operating systems design. Specific aspects of operating systems which support distributed computing will be emphasized. Linux kernel internals will also be considered.

Prerequisite: CSCI 604.

CSCI 616 - Automata

Three Credit Hours

The theory of finite state machines and regular expressions are applied to the design of switching circuits, components of compilers such as lexical analysis, pattern-matching, text-editors, unifications as needed in Prolog or for automated deduction, and almost any program which processes under commands. Undecidable problems and intractable problems are explored.

CSCI 618 - Programming Languages

Three Credit Hours

The course surveys the principles of programming language design and the issues related to their implementation. Topics will include a comparison of the major programming paradigms: imperative, functional, logic, and object-oriented. Also covered are data types, methods of specifying the semantics of language constructs, and concurrency.

CSCI 631 - Privacy and Security Issues

Three Credit Hours

A survey of the principles and practices related to computer security. The

course concentrates on the problems of security associated with computer

networks and emphasizes the application of cryptography to address those problems.

CSCI 632 - Data Communications and Networking

Three Credit Hours

An introduction to data communications and computer networking. Topics include LAN topologies, transmission media, error detection, packet switching networks, internetworking of heterogeneous network technologies, internetworking protocol suites (with emphasis on TCP/IP), the client/server paradigm, the BSD Socket interface, network security, and important network applications.

CSCI 634 - Project Change and Management

Three Credit Hours

Managing projects within an organizational context. Including the processes related to initiating, planning, executing, controlling, reporting, and closing a project. Project integration, scope, time, cost, quality control, and risk management. Managing the changes in organizations resulting from introducing or revising information systems. Identifying project champions, working with user teams, training and documentation. The change management role of the IS specialist.

Prerequisite: CSCI 602.

CSCI 636 – Information Technology Policy and Strategy

Three Credit Hours

The top management, strategic perspective for gaining competitive advantage through information systems. The development and implementation of policies and plans to achieve organizational goals. Effective information systems use. Defining the systems that support the operational, administrative and strategic needs of the organization, including the growth and support of computing throughout the organization. Approaches to managing the information systems function in organizations. Role of the CIO.

CSCI 638 - Database Design

Three Credit Hours

Topics include conceptual and logical data models, relational database design, SQL, query processing, administration, CASE tools. A database design project is part of the requirements and includes a hands-on design, development and implementation using available database software like Oracle.

Prerequisite: CSCI 601.

CSCI 654 – Software Requirements Analysis and Specification

Three Credit Hours

An introduction to the software engineering requirements process. Topics to include: feasibility studies, risk; and requirements elicitation, modeling, analysis, specification, and validation.

Prerequisite: CSCI 602.

CSCI 656 – Software Systems Design and Implementation

Three Credit Hours

An introduction to the issues, techniques, strategies, representations, and patterns used in designing and implementing software. Possible design topics include: specification of internal interfaces, architectural design, data design, user interface design, design tools and evaluation of design. Possible implementation topics include: language-oriented issues, construction technologies, tools and formal construction methods.

Prerequisites: CSCI 602 and CSCI 603.

CSCI 657 - Embedded Systems Design

Three Credit Hours

This course is an introduction to specifying, designing, implementing and testing (real-time) embedded systems. Topics include the embedded system lifecycle, choosing a processor, hardware/software partitioning, design techniques, cross-

platform development, debugging, testing and integration. Implementation languages may include Java, C/C++ or assembly. Prerequisites: CSCI 602 and CSCI 604.

CSCI 658 - Software Testing and Maintenance

Three Credit Hours

An introd8uction to the concepts and methods associated with software testing and maintenance. Testing topics to include: testing as part of requirements engineering and software design, test plan writing, and static and dynamic testing. Maintenance topics to include: an overview of corrective, adaptive, perfective and preventive maintenance activities as well as organizational managerial issues.

Prerequisite: CSCI 602.

CSCI 672 - Human-Computer Interaction

Three Credit Hours

This course is an introduction to human computer interaction and user interface development. Topics include human factors of interactive software, interactive styles, design principles and considerations, development methods and tools, interface quality and evaluation methods.

CSCI 674 - Introduction to Computer Graphics

Three Credit Hours

An introduction to the fundamental principles of computer graphics. Using the OpenGL application-programming interface, students will learn these principles by writing a series of programming projects.

Prerequisites: Basic knowledge of linear algebra and experience writing programs in a high level language.

CSCI 690 - Special Topics in Computing

Three Credit Hours

A course in the special study of an advanced or new topic in computer science, information science or software engineering. This course may be repeated for additional credit, as the topic change.

Prerequisite: Permission of the instructor.

CSCI 691 - Independent Study

Variable Credit Hours

This course consists of individual study of an agreed-upon topic under the direction of a faculty member and following a course of reading and other requirements proposed by the student and established by negotiation with the director. This course is intended to provide graduate students with an opportunity to study in an area of computer science, software engineering or information systems that is not generally offered. The course may be repeated once.

Prerequisite: Approval by the MSCS program director.

CSCI 698 - Project Thesis

Three Credit Hours

Project thesis is a three-credit hour course for the completion of a formal master's project thesis under faculty direction. A project thesis is characterized by a research project that applies or extends course topics through systems development.

Prerequisites: Completion of the four core courses CSCI 601, CSCI 602, CSCI 603, and CSCI 604, and approval by the MSCS program director.

CSCI 699 - Research Thesis

Six Credit Hours

Research Thesis is a six-credit hour course for the completion of a formal master's research thesis under faculty direction. A research thesis is a traditional research project characterized by a comprehensive paper on a research topic.

Prerequisites: Completion of the four core courses CSCI 601, CSCI 602, CSCI 603 and CSCI 604, and approval by the MSCS program director.

Department of Health, Exercise, & Sport Science
Director of Graduate Studies
Dr. John S. Carter, 843-953-7953/5060
john.carter@citadel.edu

Master of Science (M.S.) in Health, Exercise, & Sport Science:

Dr. John S. Carter, 843-953-7953/5060 Dr. Dena P. Garner, 843-953-7960

Master of Teaching (M.A.T.) in Physical Education:

Dr. Josey H. Templeton, 953-7952 Dr. Kathryn Richardson-Jones, 953-3163

Master of Business Administration (M.B.A.) with a Sport Management Concentration Dr. Harry Davakos, 843-953-7957 Dr. Sheila Foster, 843-953-5257

Mission Statement:

Goals of the degree programs M.S. in Health, Exercise, and Sport Science, M.A.T. in Physical Education, and M.B.A. with a concentration in Sport Management are to provide an exemplary educational environment and experiences leading to advanced skills, knowledge, and attitudes within the domains of human movement; healthful living; individual growth and development; application of physical, biological, and behavioral sciences to the teaching and learning processes; and management and administration of sport, exercise, and recreation programs.

These three programs provide scholarly approaches to the study of professions for those interested in health science, exercise science, sport science, physical education, and human performance. These advanced degree programs prepare graduates for leadership positions including those within schools and other teaching and coaching venues; the recreation industry; college and university sports, intramurals, recreation, and sports club programs; resort programming; wellness and fitness industries; and sport and athletic administration.

M.S. in Health, Exercise, & Sport Science
Dr. John S. Carter, 843-953-7953/5060,
john.carter@citadel.edu
Dr. Dena P. Garner, 843-953-7960,
dena.garner@citadel.edu

Admission Requirements:

- 1. Contact the Director of Graduate Studies for the Department of Health, Exercise, and Sport Science.
- 2. Complete and return the application form along with appropriate application fee to The College of Graduate and Professional Studies (CGPS) Office, Bond Hall 101, The Citadel, 171 Moultrie Street, Charleston, SC 29409.
- 3. Submit official transcripts of all previously completed undergraduate and graduate work to The CGPS Office. Students whose degrees are from colleges and universities outside the United States may be required to have their transcripts translated by one of several academic credential evaluation organizations recognized by The Citadel's CGPS Office.
- 4. Successfully complete either the Miller's Analogies Test (MAT) or the Graduate Record Examination (GRE) and have scores sent to The Citadel's CGPS Office.

Minimum acceptable score for the MAT is 396. The minimal acceptable GRE score is a combined verbal and quantitative score of 900. Applicants who score between 380-395 on the MAT or between 750-899 on the GRE may apply for provisional

status. A student with provisional status who completes 6 graduate semester hours and maintains a 3.5 grade point ratio may be classified as a regular degree-seeking student. Regular admission status is granted only upon completion of all admission requirements, documentation, and respective program requirements.

- 5. Three letters of recommendation must be sent to The CGPS Office. These may be from faculty members of the applicant's undergraduate institution and/or from associates in business, government, education, or military service.
- 6. Submit a resume detailing previous work experiences.
- 7. Submit a TOEFL score if your native language is not English. The minimum acceptable score is 550.
- 8. A Program of Study completed by the applicant and his/her program advisor must be submitted to The CGPS Office.

Program Requirements:

The program consists of thirty-nine (39) or forty-two (42) semester credit hours depending on course selection. Either twenty-one (21) or twenty-four (24) hours are derived from seven (7) or eight (8) required core courses. The balance of hours (18) may be taken from approved health, exercise, and sport science electives and a maximum of three (3) hours of free electives. Within the broad scope of courses offered, each program of study is individually structured to accommodate needs and interests of the student while assuring mastery of the disciplines of health science, exercise science, and sport science. Each student enrolled in this program is expected to integrate components of research, apply contemporary technological and/or computer expertise, and practice effective oral and written communications skills through each phase of the program.

During the last semester of program work, each student is required to take a written and oral exit competency examination. Questions for the written phase are drawn from coursework completed by each student in the Department of Health, Exercise, & Sport Science. After the written exam is evaluated, each student will

undergo an oral investigation consisting of questions selected by members of the departmental graduate faculty. Any student who does not satisfactorily complete the exit competency examination may be required to take additional courses or accomplish individualized study to strengthen identified areas.

Core Requirements:

Depending upon program emphasis, seven (7) or eight (8) courses within the curriculum are designated "Core Courses" are required for each student:

HESS 501	Nutrition
HESS 505	Motor Development and Motor Learning
HESS 506	Applied Exercise Physiology
HESS 510	Biomechanics of Sport Techniques
HESS 540	Research Techniques and Methods of Analyzing
	Research in Health, Exercise, & Sport Science I
HESS 541	Current & Future Trends in Health, Exercise,
	& Sport Science *
HESS 507	Special Problems in Health, Exercise, & Sport
	Science *
(OR)	
HESS 542	Practicum in Health, Exercise, & Sport Science *
(OR)	
HESS 598	Thesis I in Health, Exercise, & Sport Science (3) *
HESS 599	Thesis II in Health, Exercise, & Sport Science (3) *
* HESS 540 is a p	prerequisite or co-requisite for this course

TOTAL HOURS of CORE REQUIREMENTS: 21 or 24

Approved Electives

Each student is required to choose a *minimum* of five (5) courses (15 hours) from the following list of approved elective courses.

he following list of approved elective courses.
Drug & Substance Abuse
Human Sexuality
Public Health
Epidemiology
Preventive and Rehabilitative Aspects of Physical
Activity
Special Topics in Health, Exercise, & Sport
Science
Special Topics in Health, Exercise, & Sport
Science
Managing Sport Otganization
Accomdating Persons with Disabilities in Sport
& Physical Activity
Consumer Health
Exercise Testing & Assessment
Nutrition for Exercise, Sport, and Physical
Activity
Environmental Physiology
Techniques of Conditioning for Sport and
Physical Fitness
Psychology of Sport & Motivation
Sociological and Cultural Aspects of Sport
Research Techniques and Methods of Analyzing
Research in Health, Exercise, &
Sport Science II * **

HESS 551 Analysis of Sport Skills and Techniques
* HESS 540 is a prerequisite or co-requisite for this course

- ** This course or an equivalent course may be required if a student chooses the thesis option
 - Opportunities exist for the development of specialized programs of study that emphasize Health Science, Exercise Science, or Sport Science
 - Common threads of effective written and oral communication skills, research methodology, applied contemporary technology and computer expertise, collaboration and cooperation with other disciplines, and reflective learning will be incorporated within each course in the M. S. curriculum.

TOTAL PROGRAM HOURS: 39 OR 42 (21/24 CORE HRS + 18 ELECTIVE (15/18 APPROVED ELECTIVE HRS)

M.S. Health, Exercise, & Sport Science Required Content Courses (Pre-requisites or Co-requisites)

BIOLOGY (4) or CHEMISTRY (4) or PHYSICS (4) HEALTH & WELLNESS (3)

HUMAN ANATOMY (3/4) and/or HUMAN PHYSIOLOGY (3/4) or Anatomy/Physiology (6)

PSYCHOLOGY (3)

STATISTICS or TESTS & MEASUREMENT (3)

Proof of current American Red Cross certification in First Aid and CPR must be submitted before completion of this degree program.

List of Courses:

HESS-501—Nutrition

Three Credit Hours

A study of primary nutrients essential to health with attention given to specific needs from infancy through adulthood. Current theories and practices related to physical and intellectual performance are also investigated. Contemporary topics are presented such as degenerative diseases, food-borne diseases, fad dieting, food additives, and sports nutrition.

HESS-502—Drug and Substance Abuse

Three Credit Hours

A study of characteristics of commonly abused chemicals and other substances and reasons for abuse. Attention will be given to methods of rehabilitation and prevention.

HESS-503—Human Sexuality

Three Credit Hours

A study of all facets of human sexuality.

HESS-504—Public Health

Three Credit Hours

A course designed to analyze public health trends, services, funding, and organization of local, state, and federal agencies.

HESS-505—Motor Development and Motor Learning

Three Credit Hours

Study of appropriate learning theories, and hereditary and environmental factors that influence learning and performance of gross motor skills.

HESS-506—Applied Physiology of Exercise

Three Credit Hours

Study of effects of exercise upon various components of physical fitness. Analysis and interpretation of research in areas of cardiovascular-pulmonary adjustment, metabolic requirement, and heat regulation during exercise are emphasized.

Prerequisite: Human Physiology or Exercise Physiology

HESS-507—Special Problems in Health Science, Exercise Science, and Sport Science

Three Credit Hours

An independent research study of a local problem or a specialized subject area that is not normally covered in existing courses.

Prerequisites: HESS-540 Research Techniques and Methods of Analyzing Research in Health, Exercise, & Sport Science I

HESS-508—Epidemiology

Three Credit Hours

An introduction to the science of epidemiology and techniques used in epidemiology.

Prerequisite: Tests and Measurements, Statistics, or equivalent.

HESS-509—Preventive and Rehabilitative Aspects of Physical **Activity**

Three Credit Hours

This course provides emphasis on roles of exercise and physical activity in prevention and rehabilitation of degenerative diseases.

HESS-510—Biomechanics of Sports Techniques

Three Credit Hours

Study and analysis of humans in motion, sport object motion, and forces acting upon animate and inanimate bodies. Basic cinematographic and non-cinematographic techniques are utilized in a variety of both general and specific sports skill applications.

Prerequisites: Anatomy and/or Physiology

HESS 511—Special Topics in Health, Exercise, & Sport Science Three Credit Hours

Opportunities for graduate students to take special courses not generally offered within the department. Each course must be appropriate for one's program of studies, and permission of the Director of Graduate Studies in Health, Exercise, and Sport Science is required.

Prerequisite: Varies according to the topic.

HESS 512—Special Topics in Health, Exercise, & Sport Science

Three Credit Hours

Opportunities for graduate students to take special courses not generally offered within the department. Each course must be appropriate for one's program of studies, and permission of the Director of Graduate Studies in Health, Exercise, and Sport Science is required.

Prerequisite: Varies according to the topic.

HESS 523—Managing Sport Organizations

Three Credit Hours

This course examines organizational theory and behavior as relate to sports organization. Effectiveness, structure, and design of sport organizations will also be addressed, as will culture, leadership, conflict, change, and human resources.

HESS-534—Accomodating Persons with Disabilities in Sport & **Physical Activity**

Three Credit Hours

Study of legal, ethical, and practical definitions of involving people with disabilities with physical activity, physical education, and sport.

HESS-540—Research Techniques and Methods of Analyzing Research in Health, Exercise, & Sport Science I

Three Credit Hours

A course designed to introduce procedures for conducting, evaluating, and applying research in health, exercise, and sport science including an understanding of fundamental research design, data collection, and data analysis.

HESS-541—Current and Future Trends in Health, Exercise, and **Sport Science**

Three Credit Hours

Investigation and exploration of current and future trends in health, exercise, and sport science through contemporary readings and seminar discussions.

Prerequisites: HESS-540 Research Techniques and Methods of Analyzing Research in Health, Exercise, & Sport Science I

HESS-542—Practicum in Health, Exercise, and Sport Science Three Credit Hours

A supervised field experience of at least 125 hours in a health science, exercise science, or sport science setting. Students observe, shadow, and work in a setting (s) that will enhance and complement classroom learning, develop valuable skills, nurture networking, and may advance one toward future career goals. Prerequisites: HESS-540 Research Techniques and Methods of Analyzing Research in Health, Exercise, & Sport Science I

HESS-543—Consumer Health

Three Credit Hours

A course designed to produce smarter consumers in the health marketplace. Emphasis is on evaluation of health products and

HESS-544—Exercise Testing & Assessment

Three Credit Hours

A course designed to acquire knowledge and develop skills necessary for exercise testing, physical fitness assessment, and exercise

prescriptions among a variety of populations. Topics to be addressed include exercise program goals and objectives, principles and methods of physical fitness screening, development and testing, evaluation of existing exercise programs, exercise prescriptions, and administration and programming considerations.

HESS-545—Nutrition for Exercise, Sport, and Physical Activity Three Credit Hours

An examination of nutrition and physical activity interactions including exercise and sport. Topics include current research on nutrients and ergogenic aids, as well as dietary analysis and intervention with athletes.

HESS-546—Environmental Physiology

Three Credit Hours

A course that examines the energetics of environmental stress on cardiovascular, respiratory, metabolic, and muscle physiology as pertain to physical performance.

HESS-547—Techniques of Conditioning for Sport and Physical Fitness

Three Credit Hours

A study of the fundamental concepts of human physiology and exercise physiology as apply to programs of physical conditioning, training, and physical fitness. Theories, current research, and laboratory techniques for assessing human physiological responses to exercise, physical training, health-related physical fitness, and sport performance will be studied.

HESS-548—Psychology of Sport and Motivation

Three Credit Hours

A course that addresses the effects of participating in exercise and sport on psychological traits and states of participants and fans. Cognitive and neurobiological mechanisms and psychological limitations to athletic performance will be studied, as well as mental and psychological techniques and strategies to improve performance and achievement in sport and exercise.

HESS-549—Sociological and Cultural Aspects of Sport

Three Credit Hours

An examination of sport in America and its affects on society, including race, gender, adherence, values, and violence.

HESS-550—Research Techniques and Methods of Analyzing Research in Health, Exercise, & Sport Science II

Three Credit Hours

Advanced procedures for conducting, evaluating, and applying research in health, exercise, and sport science including an understanding of parametric and nonparametric instruments and methodologies used to measure and evaluate various parameters considered essential to research in health, exercise, and sport science. Prerequisite: HESS-540 Research Techniques and Methods of Analyzing Research in Health, Exercise, & Sport Science I; Statistics, Tests and Measurements, or equivalent

HESS-551—Analysis of Sports Skills and Techniques

Three Credit Hours

An application of data collection and data analysis tools including EMG, videography, and force transducers to kinesiological systems

of the human body during movement and sport skills.

HESS-598—Thesis I in Health Science, Exercise Science, and Sport Science

Three Credit Hours

Student will be directed to develop the research question or problem statement, define terminology, identify limitations and delimitations, and formulate hypotheses and purpose statements. A literature review critiquing previous research on the topic and a description of methodology to be used to solve the problem will be included. Chapters 1, 2, and 3 of the thesis will be completed and presented to the thesis committee for approval.

Prerequisites: HESS-540, HESS-550 Research Techniques and Methods of Analyzing Research in Health, Exercise, & Sport Science I. II

HESS-599—Thesis II in Health Science, Exercise Science, and Sport Science

Three Credit Hours

Student will be directed to report results, discuss findings in relation to the introduction and previous literature, identify recommendations and conclusions, and include a bibliography. Chapters 4 and 5 of the thesis will be completed, and the entire thesis presented in an oral defense to the thesis committee for approval. The student will also be expected to submit the research for presentation at a state, regional, or national meeting or equivalent.

Prerequisites: HESS-540, HESS-550 Research Techniques and Methods of Analyzing Research in Health, Exercise, & Sport Science I, II and HESS-598, Thesis I in Health Science, Exercise Science, and Sport Science

M.A.T. in Physical Education Dr. Josey Templeton, 83-953-7952 josey.templeton@citadel.edu

Admission Requirements:

Admission requirements and application procedures of The School of Education and the Master of Arts in Teaching Program takes precedent. Please see those sections of The CGPS Catalog for specific details.

- 1. Contact the Director of Graduate Studies for the Department of Health, Exercise, and Sport Science.
- 2. Complete and return the application form along with appropriate application fee to The College of Graduate and Professional Studies (CGPS) Office, Bond Hall 101, The Citadel, 171 Moultrie Street, Charleston, SC 29409.
- 3. Submit official transcripts of all previously completed undergraduate and graduate work to The CGPS Office.
- 4. Submit transcripts of previous academic work to program advisor.
- 5. Successfully complete either the Miller's Analogies Test (MAT) or the Graduate Record Examination (GRE) and have scores sent to The Citadel's CGPS Office. Minimum acceptable score for the MAT is 396. The minimal acceptable GRE score is a combined verbal and quantitative score of 900. Applicants who score between 380-395 on the MAT or between 750-899 on the GRE may apply

for provisional status. A student with provisional status who completes 6 graduate semester hours and maintains a 3.5 grade point ratio may be classified as a regular degree-seeking student. Regular admission status is granted only upon completion of all admission requirements, documentation, and respective program requirements.

- 6. Three letters of recommendation must be sent to The CGPS Office
- 7. A Program of Study completed by the applicant and his/her program advisor must be submitted to The CGPS Office.

Program Requirements:

This program assumes a substantial undergraduate preparation in the proposed certification area. It is the responsibility of the student, and a requirement of the degree program to submit transcripts of previous academic work to the program advisor. Through a dual advisor system that includes content and education faculty, transcripts will be evaluated and a program of study developed for each student. This program of study will include work in professional education and a content field.

In addition to regular admission requirements of the CGPS, each MAT student must complete and successfully pass the PRAXIS II Examination in the content field in which the student seeks certification. A passing score, using South Carolina standards, must be achieved prior to placement in the Professional Internship.

Completion of the approved program will qualify the student for a teaching license in physical education, grades K-12.

Core Requirements:

Core Requirements-9 semester hours

Courses in the content field may be taken prior to or concurrent with these required courses. It is recommended that these three courses be taken prior to any other professional education courses.

EDUC 512	Data Collection & Analysis
PSYC 500	Human Growth & Development
EDUC 522	Critical Educational Issues in a Multicultural
	Society

Professional Requirements- 9 semester hours

Professional educational courses should be taken after the core requirements have been successfully completed. Students must know that the Professional Internship requires that a minimum of sixty (60) full days be spent in the schools, and during the Professional Internship, it will not be possible for the teacher candidate to take any additional courses.

EDUC 536 Educational Psychology EDUC 520 Professional Internship

Content Field Courses - 30 semester hours

Thirty graduate hours in a content field is a minimum. Transcripts will be evaluated against the following list of required courses in physical education. Guidelines from the National Association for Sport and Physical Education (NASPE) are used to determine courses that students take in either graduate or undergraduate school. Each student is assigned an advisor from the School of Education and from The Department of Health, Exercise, & Sport Science. Both advisors will examine transcripts and develop a program of study for each student.

To complete this MAT in Physical Education degree program, a student must successfully complete all of these content field requirements and three of the four content field approved elective courses.

Content Field Required Courses:

HESS 519	Content and Methods of Teaching Individual
	and Dual Sports
HESS 524	Historical and Philosophical Foundations and
	Principles of Physical Education
HESS 527	Content and Methods of Teaching Health
	Education and Health-Related Aspects of
	Physical Fitness
HESS 528	Content and Methods of Teaching Rhythmic
	Activities and Movement Education
HESS 533	Content and Methods of Teaching Elementary
	School Physical Education
HESS 534	Accommodating Persons with Disabilities in
	Sport & Physical Activity
HESS 536	Content and Methods of Teaching Team Sports

Content Field Approved Elective Courses:

HESS 5	505	Motor Development and Motor Learning
HESS 5	525	Scientific Principles of Physical Education,
		Health, Exercise, & Sport Science
HESS 5	526	Physical Education Curriculum
HESS 5	540	Research Techniques and Methods of Analyzing
		Research in Physical Education, Health,
		Exercise, & Sport Science I

Field Experiences

Many education courses require field experiences that vary from course to course and are related to specific course objectives. All field experiences provide opportunities for Master's candidates to develop pedagogical knowledge and skills. At a minimum, teacher candidates are expected to successfully complete 100 hours of field experiences prior to the Professional Internship that is an additional sixty (60) days.

Course Listings and Descriptions:

HESS-505-MOTOR DEVELOPMENT AND MOTOR LEARNING

Three Credit Hours

Study of appropriate learning theories, and heredity and environmental factors that influence learning and performance of gross motor skills.

HESS-519— CONTENT & METHODS OF TEACHING INDIVIDUAL & DUAL SPORTS

Three Credit Hours

This course teaches content and emphasizes methods of teaching and coaching individual and dual sports (indoor, outdoor). Theoretical and practical knowledge as well as applications are taught.

HESS-524—HISTORICAL & PHILOSOPHICAL FOUNDATIONS & PRINCIPLES OF PHYSICAL EDUCATION

Three Credit Hours

This course acquaints students with historical and philosophical foundations and principles of the physical education profession.

HESS-525—SCIENTIFIC PRINCIPLES OF PHYSICAL EDUCATION, HEALTH, EXERCISE, & SPORT SCIENCE

Three Credit Hours

This course introduces students to the study of the effects of exercise, physical activity, and work on various physical fitness components, as well as analysis of the human body in motion, sports objects in motion, and forces acting upon animate and inanimate objects/bodies.

HESS-526-PHYSICAL EDUCATION CURRICULUM

Three Credit Hours

A review of curricula and curricular models available for teaching physical education, grades K-12, including constructing, implementing, and evaluating developmentally appropriate movement and physical fitness experiences for elementary, middle, and secondary school learners from various backgrounds.

HESS-527—CONTENT & METHODS OF TEACHING SCHOOL HEALTH EDUCATION AND HEALTH-RELATED ASPECTS OF PHYSICAL FITNESS

Three Credit Hours

This course teaches content and prepares students in teaching styles, methodologies, and assessment techniques for health education curricula in K-12 schools.

HESS-528—CONTENT & METHODS OF TEACHING RHYTHMIC ACTIVITIES AND MOVEMENT EDUCATION

Three Credit Hours

This course teaches content and prepares students in teaching methodologies for fundamental rhythmic activities and movement skills grades K-12, including basic locomotor skills, creative rhythmic activities, dances (traditional, folk, square, social, line), and aerobics.

HESS-533—CONTENT & METHODS OF TEACHING ELEMENTARY SCHOOL PHYSICAL EDUCATION

Three Credit Hours

This course teaches content and theoretical and practical study of teaching progressively graded programs of activities for elementary school students, grades K-5.

HESS-534—ACCOMMODATING PERSONS WITH DISABILITIES IN SPORT & PHYSICAL ACTIVITY

Three Credit Hours

Study of legal, ethical, and practical definitions of involving people with disabilities with physical activity, physical education, and sport.

HESS-536—CONTENT & METHODS OF TEACHING TEAM SPORTS

Three Credit Hours

This course teaches content and emphasizes teaching and coaching methods for team sports (indoor, outdoor). Theoretical and practical knowledge as well as applications are taught.

HESS-540—RESEARCH TECHNIQUES AND METHODS OF ANALYZING RESEARCH IN HEALTH, EXERCISE, AND SPORT SCIENCE I

Three Credit Hours

A course designed to introduce procedures for conducting, evaluating, and applying research in health, exercise, and sport science including an understanding of fundamental research design, data collection, and data analysis.

Master of Business Administration (M.B.A.) with a concentration in Sport Management Dr. Harry Davakos, 843-953-7957,

harry.davakos@citadel.edu

Admission Requirements:

Admission requirements and application procedures of The School of Business Administration and the Master of Business Administration Program take precedent. Please see those sections of The CGPS Catalog for specific details.

- 1. Contact the Director of Graduate Studies for the Department of Health, Exercise, and Sport Science.
- 2. Complete and return the application form along with appropriate application fee to The College of Graduate and Professional Studies (CGPS) Office, Bond Hall 101, The Citadel, 171 Moultrie Street, Charleston, SC 29409.
- 3. Submit official transcripts of all previously completed undergraduate and graduate work to The CGPS Office. Students whose degrees are from colleges and universities outside the United States may be required to have their transcripts translated by one of several academic credential evaluation organizations recognized by The Citadel's CGPS Office.
- 4. Take the Graduate Management Admissions Test (GMAT) and submit an official copy of scores to The CGPS Office. The GMAT must be taken within the last five years for scores to be accepted by The Citadel. Scores on other graduate entrance exams (e.g. GRE, MAT) are not acceptable substitutes. Applicants with earned

doctorate degrees are not required to submit a GMAT score. The minimum acceptable score on the GMAT is 410.

- 5. Two letters of recommendation must be sent to The CGPS Office. These may be from faculty members of the applicant's undergraduate institution and/or from associates in business, government, education, or military service.
- 6. Submit a resume detailing previous work experiences.
- 7. Submit two brief essays that address the following questions:
- a. How has your education, knowledge, experience, and skills prepared you for graduate business education? How will these help you contribute to the program's educational community?
- b. What do you hope to gain from your graduate education, both during the process and in the future?
- 8. Submit a TOEFL score if your native language is not English. The minimum acceptable score is 550.
- 9. A Program of Study must be completed by the applicant and his/her program advisor(s) and submitted to The CGPS Office.
- 10. The MBA Committee and/or the MBA Director may request a personal interview with the applicant.

Provisional status: Some students may be admitted on a provisional basis. The MBA Director makes such admissions on a case-by-case basis. The student will remain on provisional status until he/she has successfully completed these courses: BADM 603, 604, 605, 606, 607, 608, 609, and 612 with a cumulative grade point ratio of at least 3.0. At that time, the student will be reclassified from provisional to regular status.

Rejection for admission: During the admission process, student records will be reviewed and results communicated to each applicant. If one's application is rejected, he/she may petition for reconsideration to the MBA Committee through the MBA Director. Applicants should cite any extenuating or mitigating circumstances.

Program Requirements:

Students are required to successfully complete fifty-one (51) semester credit hours of graduate study including fifteen (15) required courses and three (3) approved elective courses. A maximum of two courses (6 hours) may be transferred in from an approved MBA program at another institution.

Students are expected to complete all degree requirements within a six-year period from the time of registration in their first graduate course at The Citadel.

Basic Courses: BADM 601, 603, 604, 605, 606, 607, 608, 609, 610, and 612 are basic courses for more advanced work, Students should successfully complete these courses with a GPR of 3.0 or better before taking advanced or approved elective courses. Any prerequisite course for basic, advanced, or approved elective courses must be met.

Course Load: A student typically takes no more than two courses per semester. Any student planning to take more than two courses in fall or spring or more than one course per summer session must secure advance permission from the MBA Director. Students

enrolled in a full-time program at another institution may enroll in only one course at The Citadel each term.

A written request to take more than the typical course load must be made to the MBA Director at least two weeks prior to the beginning of the semester for which the overload is sought.

Core Requirements:

For complete course descriptions of all graduate Business Administration courses, please see The School of Business Administration section of The CGPS Catalog.

For complete details on how some students may be able to exempt required basic courses, please see The School of Business Administration section of The CGPS Catalog.

Required Basic Courses

BADM 601	Financial Accounting for Decision Making (3)
BADM 603	Managerial Accounting for Decision Making
(1.5)	
BADM 604	Statistics and Quantitative Methods for Decision
Making (3)	
BADM 605	Fundamentals of Finance (1.5)
BADM 606	Economics for Decision Making (3)
BADM 607	Organizational Theory (1.5)
BADM 608	Professional Communications (3)
BADM 609	Foundations of Marketing (1.5)
BADM 610	Legal & Ethical Environment for Decision
Makers (3)	
BADM 612	Management Information Systems (3)

Total Required Basic Courses: 24 Hours

Required Advanced Courses:

BADM 614	Financial Management (3)
BADM 616	Marketing Management (3)
BADM 618	Organizational Behavior (3)
BADM 635	Strategic Management (3)

Total Required Advanced Courses: 12 Hours

Required Elective Course:

HESS 538 Internship in Sport Management (6)

Approved Elective Courses:

A minimum of 9 hours of approved elective hours must be successfully completed.

HESS 513	Sport Facility & Event Management
HESS 518	Sport Marketing & Finance
HESS 520	Special Topics in Sport Management

HESS 523	Managing Sport Organizations
HESS 529	Special Problems in Sport Management
HESS 530	Practicum in Sport Management
HESS 539	Sport Public Relations & Promotions
HESS 548	Psychology of Sport and Motivation
HESS 549	Sociological & Cultural Aspects of Sport
HESS 552	Fundraising for Sport Organizations
HESS 553	Sport Communications

Transfer Credit: A maximum of six hours credit for graduate courses from accredited institutions (consortia- and AACSB-accredited) may be approved for transfer (except BADM 635) provided: (1) courses are determined to be equivalent to one of the advanced or elective courses at The Citadel; (2) grades of "B" or better were earned in the courses considered for transfer credit; and (3) credit for the courses was earned within five years prior to admission to The Citadel MBA Program.

Grading: All students are expected to maintain high academic standards. Any student who receives an "F" in any course or "Cs" in more than six hours of coursework will be dismissed from the MBA program for academic insufficiency. Grades of Incomplete ("I") are converted to "F" if the work is not completed within guidelines established by The Citadel.

Students who receive "Cs" in six hours of coursework or who allow their cumulative GPR to fall below 3.0 will receive written notification of the imminent danger of their termination from the MBA program. These students must submit any required documents to the MBA Director to be considered for program continuance and may be subject to a one-semester suspension until these documents are received and considered.

Requirements for Graduation: The Master of Business Administration with a concentration in Sport Management degree may be conferred upon those students who successfully complete the 51 hours of graduate courses as specified above with a GPR of 3.0 or higher on hours earned at The Citadel. Completion of more than 51 hours of advanced graduate coursework will only be allowed for exceptional circumstances with the approval of the Directors of the MBA Program and the Department of Health, Exercise, & Sport Science.

Appeals Policy: Students who believe there are circumstances surrounding their academic status that make a dismissal or suspension action unfair or inappropriate, may appeal initially to the MBA Committee in writing through The MBA Director, The Citadel, School of Business Administration, 171 Moultrie Street, Charleston, SC 29409.

Course Listings and Descriptions:

HESS-513-SPORT FACILITY & EVENT MANAGEMENT

Three Credit Hours

This course will integrate various operational functions of sport facilities, including management principles, methodologies, and practices. In addition, effective management of sport and

recreational events will be studied.

HESS-518-SPORT MARKETING & FINANCE

Three Credit Hours

A course that examines theories, principles, fundamentals, applications, and challenges of marketing and financing in exercise, sport, and recreation industries. *Prerequisites*: BADM 601, 603, 605, & 609 or instructor approval.

HESS-520-SPECIAL TOPICS IN SPORT MANAGEMENT

Three Credit Hours

Opportunities for graduate students to take special courses not generally offered within the department. Each course must be appropriate for one's program of studies, and permission of the Director of Graduate Studies in Health, Exercise, & Sport Science is required.

HESS-523-MANAGING SPORT ORGANIZATIONS

Three Credit Hours

This course examines organizational theory and behavior as relate to sport organizations. Effectiveness, structure, and design of sport organizations will also be addressed, as will culture, leadership, conflict, change, and human resources.

Prerequisite: BADM 607 or instructor approval.

HESS-529—SPECIAL PROBLEMS IN SPORT MANAGEMENT

Three Credit Hours

An independent research study of a local problem or specialized subject area that is not normally covered in existing courses.

HESS-530-PRACTICUM IN SPORT MANAGEMENT

Three Credit Hours

A supervised field experience of at least 125 hours in a sport industry setting. Students observe, shadow, and work in a setting that enhances and complements classroom learning, develops valuable skills, nurtures professional networking, and acts to advance one's future career goals. *Prerequisites*: BADM 601, 603, 605, 607, & 609 or instructor approval.

HESS-538-INTERNSHIP IN SPORT MANAGEMENT

Three Credit Hours

Involvement in an external working experience with a host sport organization for a period of at least 500 hours. This internship will provide students with opportunities to receive practical experience in selected sport management settings.

Prerequisites: All required MBA basic courses or instructor approval.

HESS-539—SPORT PUBLIC RELATIONS & PROMOTIONS

Three Credit Hours

A course that focuses on marketing and public relations principles and practices in the sport management industry.

HESS-548-PSYCHOLOGY OF SPORT & MOTIVATION

Three Credit Hours

This course addresses effects of participating in exercise and sport on psychological traits and states of participants and fans. Cognitive and psychological limitations to athletic performance are studied, as well as mental and psychological techniques and strategies to improve performance and achievement in sport and exercise.

HESS-549—SOCIOLOGICAL AND CULTURAL ASPECTS OF SPORT

Three Credit Hours

An examination of sport in America and its affects on society, including race, gender, adherence, values, and violence.

HESS-552-FUNDRAISING FOR SPORT ORGANIZATIONS

Three Credit Hours

Traditional and innovative revenue acquisition methods for sport organizations will be examined. Fundamental concepts and theories of fundraising applicable to the sport industry will be studied.

HESS-553—SPORT COMMUNICATIONS

Three Credit Hours

Examination of the role of sport organizations as communications systems where effective written and oral interpersonal communication skills are imperative for success.

Graduate Courses in Mathematics Department of Mathematics and Computer Science John I. Moore, Jr., 843-953-5048 john.moore@citadel.edu

Graduate courses in Mathematics are offered in support of other degree programs, primarily the Master of Arts in Teaching (MAT) with a concentration in the field of Mathematics.

List of Courses:

MATH 501 - Arithmetic and Algebraic Structures for Middle School Teachers

Three Credit Hours

This course is designed to relate the content of arithmetic and algebraic structures to middle school teachers. It will address the special needs of middle school teachers and identify resources and assistance. Course instruction will model the recommendations of NCTM and the content will be consistent with the South Carolina Curriculum standards.

MATH 505, 506 - Mathematics for Middle/Secondary School Teachers

Three Credit Hours

These courses are designed to introduce students to topics in finite mathematics with applications to "real" world problems. Either spreadsheets or some other technology will be used to model the problems and expedite the calculations.

MATH 509 - Geometry and Measurement for Middle School Teachers

Three Credit Hours

A course designed to introduce appropriate geometric concepts and measurements for middle school. Course instruction will model the recommendations of NCTM and the content will be consistent with South Carolina Curriculum standards.

MATH 510 - Problem Solving Techniques

Three Credit Hours

Strategies and techniques for problem solving will be introduced and used to solve mathematical problems. The emphasis will be on middle and secondary level problem solving. A major portion of the course consists of hands-on experience in problem solving, both individually and in groups.

MATH 511 - Number Theory

Three Credit Hours

The Euclidean algorithm; prime and composite integers, elementary Diophantine equations, Pythagorean triples, Euler's phi-function, congruences, Euler-Fermat theorems, exponents and primitive roots, quadratic residues.

MATH 512 - History of Mathematics

Three Credit Hours

A survey of the development of mathematics from the time of the ancients to the present, analysis of causes for the retardation of the advancement of mathematics in different centuries, contributions by under represented cultures and selected reading to show the contributions of mathematics to the development of science.

MATH 514 - Methods for Middle/Secondary Mathematics

Three Credit Hours

Various methodologies for teaching middle and secondary

mathematics will be introduced and used in the course. The emphasis will be on using techniques and ideas suggested in the NCTM standards and South Carolina Frameworks. Ideas on how to supplement textbook material and how to motivate students will be presented. Students in the course will have the opportunity to practice the techniques presented.

MATH 517 - Concepts of Pre-Calculus for Middle School Teachers

Three Credit Hours

This course will review the topics in pre-calculus with an emphasis on conceptual understanding and how middle school mathematics leads into pre-calculus. Technology will be used to assist in the motivation and development of algebraic and trigonometric ideas.

Prerequisite: MATH 501 or equivalent.

MATH 518 - Technology in Mathematics Classrooms

Three Credit Hours

This course will introduce new technological developments and explore ways to use calculators, computers, etc. in the teaching of mathematics.

MATH 519 - Using Technology in Teaching Middle School Mathematics

Three Credit Hours

This course will demonstrate how calculators and other technological advances can be used to motivate and develop conceptual understanding of arithmetic, algebra, and geometric concepts. Various applications which make use of calculators will be investigated. The appropriateness of calculator use in teaching certain topics will be discussed.

Note: Credit may not be received for both MATH 518 and 519.

MATH 521 - Modern Geometry

Three Credit Hours

A reexamination of elementary geometry from an advanced standpoint. Metric and synthetic approaches to plane and solid geometry, topics in non-Euclidean geometry.

MATH 530 - Geometric Linear Algebra

Three Credit Hours

A modern algebra course which emphasizes the geometry of vectors in two-and three dimensions. Topics include linear transformations, bases, orthogonality, matrix algebra, and applications in the real world as well as applications in mathematics.

MATH 532 - Modern Algebra

Three Credit Hours

An introduction to the terminology, concepts, and methods of modern Abstract Algebra. Topics discussed include groups, rings, integral domains, fields, and isomorphism. Examples drawn from familiar number systems are used to illustrate elementary properties of the systems discussed.

MATH 541 - Probability and Statistics for Middle School Teachers

Three Credit Hours

The course will demonstrate basic ideas of data collection and the use of elementary statistical ideas to analyze the data. Various graphical representations and models will be explored. Interpretations of the data and possible extrapolations will be

investigated. Prerequisite: Department head Approval

Note: Credit may not be received for both MATH 541 and 542.

MATH 542 - Probability and Statistics

Three Credit Hours

Topics will include probability, random variables, important probability distributions, sampling distributions, point and interval estimation, hypothesis testing, regression, correlation, and analysis of variance. Emphasis will be given to applications in the fields of biology, business, agriculture, political science, and education.

MATH 545 - Applications of Discrete Mathematics

Three Credit Hours

Discrete mathematical topics are introduced and used in various applications. Included are counting techniques, combinatorics, graphs, recursion, mathematical induction, and Markov chains.

MATH 550 - Mathematical Modeling

Three Credit Hours

The course is designed to strengthen the content knowledge needed to use mathematical modeling as an effective tool in problem solving. Topics include models which require use of some or all of the following: difference equations, curve fitting, graphing, spreadsheets, geometry, matrices, calculus, maximization and minimization, chaos, fractals, and simulation using random numbers.

MATH 553 - Calculus from an Advanced Standpoint

Three Credit Hours

This course is designed to prepare teachers who may teach the Advanced Placement course in calculus. Emphasis will be on understanding background and concepts involved in the development of calculus. The use of graphing calculators and other technology will be demonstrated and practiced.

MATH 570 - Selected Topics

Three Credit Hours

Special topics in mathematics which are not covered in other courses. This course may be repeated for additional credit, as the topic change.

CSCI 562 - Microcomputer Applications for Teachers

Three Credit Hours

This course is specifically designed to help teachers/ administrators prepare to use microcomputers and Internet resources in their classroom/school. Topics include a general introduction to computers, word-processing, spreadsheets, databases, and telecommunications. Emphasis will be on actual classroom/school applications. This course is not intended for anyone who has already taken another computer course. Note: This course can not be used for the Master of Science in Computer Science.

CSCI 563 - Programming for Teachers

Three Credit Hours

This course is an introduction to problem solving and programming skills. It is aimed at developing strategies and programs that teachers can use with middle and high school students.

Note: This course can not be used for the Master of Science in Computer Science.

Prerequisite: CSCI 562 or other computing course.

Undergraduate Programs

2005-2006

UNDERGRADUATE PROGRAMS AT THE CITADEL

While courses in the College of Graduate and Professional Studies cover a wide variety of areas and are open to interested persons from diverse backgrounds, these three undergraduate degrees are offered: bachelor of science in business administration; bachelor of science in civil engineering; and bachelor of science in electrical engineering. Each of these degree programs is offered in cooperation with Trident Technical College. The first two years of each program is taken at Trident Technical College. The junior and senior years are completed at The Citadel through evening and summer courses offered by The Citadel's College of Graduate and Professional Studies. The degree is awarded by The Citadel.

In each of the undergraduate degree programs offered by the College of Graduate and Professional Studies, a minimum of 36 of the total required credit hours must be taken at The Citadel. Credits gained through AP, CLEP, or any other "testing out" process may not be counted among those 36 credit hours. Acceptability of transfer credits is governed by the policy described under the Transfer Credits section below.

Spring, fall, and summer schedules of the College of Graduate and Professional Studies are available from the office in that College. Information on programs, classes, and fees can be obtained from the office of the College of Graduate and Professional Studies also. Information on financial aid is available through the Office of Financial Aid and Scholarships.

Admission

Because of community service orientation, the College of Graduate and Professional Studies permits participation by students in non-degree status as well as those who are pursuing an undergraduate degree.

Non-degree seeking students. Non-degree seeking students are permitted to participate under the following conditions:

1) Students who provide documentation of having graduated from an accredited high school or having completed the General Education Development (GED) examination may register for up to 15 credit hours of course work for personal or professional development.

- 2) Persons age 60 or above may enroll tuition-free in courses in the College of Graduate and Professional Studies on a spaceavailable basis. All other fees must be paid.
- 3) High school seniors may be permitted to register for a maximum of two courses and the associated labs in the College of Graduate and Professional Studies on the basis of written recommendation from their high school guidance counselor or principal.
- 4) Transient students who wish to enroll in course work for transfer to another institution must present evidence that they are in good academic standing at their home institution.

5) Students who are in cadet status and are enrolled in the Corps of Cadets for a fall or spring semester are not eligible to enroll in the College of Graduate and Professional Studies courses. Students who are in cadet status and are not currently enrolled in the Corps of Cadets, but who have not been given a conduct or academic discharge, may, with the prior approval of the appropriate Dean, take a limited number of credit hours in the College of Graduate and Professional Studies. A cadet who has been expelled from The Citadel is not eligible to attend any class at The Citadel—day, evening, or summer. A cadet who has been suspended or dismissed is not eligible to attend any class at The Citadel—day, evening, or summer—until accepted for readmission to the College.

Degree-seeking transfer students

A student may be accepted into degree-seeking status in the College of Graduate and Professional Studies under two conditions:

- The Citadel and Trident Technical College have an articulated agreement that permits a student to complete the first two years of study in engineering or business administration at Trident Technical College. These credits are transferred to The Citadel where a student can complete the final two years for a Bachelor of Science Degree in Business Administration, Civil Engineering, or Electrical Engineering. A student who completes in its entirety the Trident portion of one of these programs needs only to submit an official transcript from Trident Technical College and certificate of completion in order to be admitted for the final two years of study in the College of Graduate and Professional Studies. Details of the 2+2 programs are available in the office of College Graduate and Professional Studies, Room 101 Bond Hall, These three programs are outlined in this catalog under their respective departments.
- b. Adult applicants (students 25 years of age or older) may be admitted into degree-seeking status if they have transfer credit from other accredited institutions that meet the requirements of the first two years of the degree program they wish to pursue. The student must provide the College of Graduate and Professional Studies official transcripts from all other colleges attended. Admission is based on prior college-level academic performance and confirmation of completion of all coursework for the first two year of the degree program. Applicants whose prior collegelevel academic performance is questionable may be permitted to enroll in a limited number of courses in a probationary status. Upon completion of the first 15 semester hours with a grade point ratio of at least 2.0, the adult student will be admitted to degree-seeking status in the selected major. If this minimum grade point ratio is not achieved within the first 15 semester

hours, admission will be denied and participation in the College of Graduate and Professional Studies will be terminated.

College Level Examination Program

Through College Level Equivalency Program (Clep) Subject Examinations, students are permitted to earn college course credits for knowledge they have gained in certain subject areas prior to beginning their college experience. Students are permitted to earn credits through CLEP only during their first semester at The Citadel. After the student has completed one semester at The Citadel, no course credits may be earned through CLEP.

CLEP credits may be earned under the following conditions:

- 1. Since all CLEP examinations are not accepted by The Citadel, the student must obtain prior approval through the Office of the Registrar.
- The score earned must meet or exceed the current minimum score recommended by CLEP for that subject area exam.
- The amount of credit will be determined by the scope of the material measured.
- 4. Because of the laboratory experience is such an intergral part of the Core Curriculum Science Requirement, credit for only the lecture portion of a science course may be earned through CLEP. The lab portions must be earned through a laboratory course.
- 5. Because basic skills of listening to and speaking a language are such critical components of the Core Language Experience, completing any portion of this requirement through CLEP must be approved by the head of the Department of Modern Languages.

A complete listing of courses for which credit may be awarded through CLEP is available in the Office of the Registrar.

Cross-Registration Program

The Citadel, College of Charleston, Trident Technical College, the Medical University of South Carolina, and Charleston Southern University allow students in degree programs to crossregister for class under certain circumstances. To utilize Cross-Registration you must be in good academic standing at The Citadel, the selected course must not be offered at the same time at The Citadel, and you must meet course prerequisites. To Cross-Register complete these steps: 1) prepare the Application To Take Courses At Another College Form (SR-21) and obtain your academic department's approval and approval from the Registrar's Office. 2) Then fill out and receive approval on the Cross-Registration Form. The CGPS Associate Dean is the Approval Authority for the Cross-Registration process, but it remains your responsibility to obtain your department's and registrar's approval for all courses on the SR-71 Form. SR-71 must be filled out before the Cross-Registration Form will be signed. The student is responsible for checking with the college offering the desired course for special requirements prior to attempting to register. These forms are available in the CGPS

office, and the CGPS staff will advise and assist you with the process.

Grades

Only letter grades are given to evaluate a student's progress. The following definitions of letter grades are applicable:

- 1. "A" represents superior attainment on the part of the student.
- "B" represents work that is clearly above the average, but not superior.
- "C" represents average attainment on the basic standards set for the course.
- 4. "D" represents minimum attainment of the basic standards.
- 5. "F" represents failure.
- 6. "W" represents withdrawal from a course prior to the official deadline which is indicated in the college calendar and is no earlier than the Wednesday following the midterm grading period. Beyond that point, students will receive the grade of "F" should they fail to complete the course or complete it unsuccessfully. Under extenuating circumstances, the grade of "W" may be awarded after the established deadline to withdraw from a course. Such an action is taken only upon the recommendation of the instructor and requires the concurrence of the Dean responsible for the student's academic program. Supporting evidence is the responsibility of the student and must be submitted in writing to the responsible Dean.
- The notation of "I" (for Incomplete) is used in instances when course requirements have been very nearly met but for authorized reasons (illness, injury, family emergency, etc.) cannot be completed during the current semester. To be eligible for the grade of "I," students' work must be satisfactory at the time they are forced to terminate participation in the course. Unsatisfactory work will result in a failing grade. The grade of "I" must be cleared during the next semester in residence or within one year, whichever comes first, or the "I" become an "F." The summer session will not be considered a semester in this case. Students may not officially enroll in a course in which they currently have an "I." An extension of time due to extenuating circumstances may be authorized by the Dean responsible for academic program upon the recommendation of the instructor. The removal of the incomplete is the responsibility of the student.

Should a student fail to complete a semester or summer session for any reason, the grade in each course in which the student is then enrolled shall be "F," "I," or "W" as determined by the individual faculty member in consultation with the responsible Dean.

No numerical symbol, bracket, or percentage is assigned the equivalent of any grade. Arbitrary distribution of grades according to some formula or curve is not permitted. However, by means of departmental supervision and consultation between instructors, every effort is made to obtain consistent standards within the department.

Students are expected to use proper grammar in all their course work, whether written or oral. Proper usage is expected at the college level and is required by all professors.

Any change of grade deemed necessary by the faculty member concerned must be based on instructor error and made within one month after the beginning of the next semester in attendance following the recording of the grade. In no case will a grade be changed after one month into the second semester after it was awarded. The summer session will not be considered a semester in this case. After grades in a course have been submitted to the Registrar's Office, every request for a change of grade must be approved by the department head or appropriate associate dean and the Dean responsible for the academic program.

Grade reports are provided at the end of each semester and summer session.

Student Appeal of Grade

A student who wishes to appeal the final grade assigned in a course must first confer with the instructor of the course in which the grade was received. If this does not result in satisfaction, the student should contact the appropriate department head or dean who will review the matter. The faculty member and the student are both obligated to provide requested relevant information to the department head or dean. The department or dean will present his/her findings to the student within ten working days of being contacted.

If this does not result in satisfaction, the student should contact the Associate Vice-President for Academic Affairs. If deemed appropriate, the Associate Vice President for Academic Affairs will appoint a hearing board of three faculty members, with one designated as chair, and a student in good standing of the same student type as the appellant. This board shall have the authority to request testimony, hear witnesses, and study records and materials. The board shall forward its findings and recommendations to the Associate Vice President for Academic Affairs, who shall decide the case. The decision of the Associate Vice President for Academic Affairs is final.

Grade-Point Ratio Computation

In computing a grade point ratio, grades are weighted as follows:

Grade Quality-Points Per Semester Hour

A 4
B 3
C 2
D 1
F. I. W 0

The grade-point ratio for any semester is determined by dividing the total number of quality points earned by the total number of hours for which the following grades were received: A, B, C, D, or F.

The cumulative grade-point ratio on which graduation, academic probation, and academic discharge are based is determined by dividing the number of quality points earned at The Citadel by

the number of quality hours attempted at The Citadel. The number of quality hours for this purpose includes all credit hours attempted at The Citadel for which the following grades were received: A, B, C, D or F. The number of quality points earned includes all quality points associated with quality hours earned at The Citadel. The Citadel does not recognize plus and minus grades.

Taking or Repeating Courses to Improve the GPR

A student may not take or repeat a course that is taught at a lower level than or serves as a prerequisite for a course that the student has already completed.

Courses may be repeated under the following conditions:

- 1. No course may be repeated once a grade of "B" or higher has been earned.
- 2. If a course is repeated, the last grade of record is used to determine whether the course requirements for graduation have been met.
- 3. If a previously passed course is repeated, the hours may be used only once toward meeting requirements for hours passed.
- 4. All grades from repeated courses are included in computing the student's grade point ratio.

Transfer Credits

Normally, only courses which are comparable in content and credit hours to specific courses offered by The Citadel and in which grades of "C" or better have been earned at an accredited institution will be considered for transfer. However, the Dean responsible for the academic program in which the student is majoring may accept for transfer to meet General Elective credits courses that are not offered by The Citadel but which are considered to be worthy of credit as electives and in which grades of "C" or higher have been earned. The respective department heads or associate deans, as appropriate, have responsibility for considering all transfer courses that are comparable to courses offered by The Citadel. Course work taken at another college and accepted for transfer by The Citadel need not be applicable to a student's major. Courses transferred from another college will not be noted in the student's grade-point ratio at The Citadel. Transcripts sent from other colleges to The Citadel become the property of The Citadel and cannot be issued to the student or a third party.

To ensure that courses taken away from The Citadel will be accepted for transfer, students must obtain written, prior approval through the Office of the Registrar.

All transfer credits are provisional. If an academic unit determines within a reasonable period of time after classes begin that the student is not prepared to take a course for which the course transferred is a prerequisite, the allowance of credit is withdrawn, and the student must take the prerequisite course at The Citadel.

Catalog of Record

The catalog bearing the number of the academic year in which students enter The Citadel will be their catalog of record for matters of academic policy.

When a student is readmitted after an absence of at least three academic semesters (summer sessions will not be considered as semesters for this purpose), the catalog bearing the number of the academic year in which the student is readmitted will be the catalog of record for matters of academic policy and graduation requirements.

Degrees

The degree of Bachelor of Science in Business Administration is awarded to students who complete satisfactorily the program in Business Administration.

Graduates in Civil Engineering receive the degree of Bachelor of Science in Civil Engineering. Graduates in Electrical Engineering receive the degree of Bachelor of Science in Electrical Engineering.

Requirements for Graduation

For graduation, a student must complete one of the departmental major courses of study stated in the catalog of record and must achieve a minimum cummulative grade-point ratio of 2.000 and a minimum grade point ratio of 2.000 in all coursework in the major.

Recommendations for graduation are made by the Academic Board to the Board of Visitors, which in turn awards appropriate degrees.

Combining Courses

Courses may be combined to meet a maximum of one general elective credit requirement under the following circumstances:

- 1. The courses to be combined must all be offered by the same department and must be related in some way.
- The department head or associate dean for the program in which the student is majoring must provide a recommendation and rationale for combining courses
- The Dean responsible for the academic program in which the student is majoring must grant final approval for the combining of courses.

Course Substitutions

The requirements for completion of an academic major are shown in this catalog as a minimum number of courses and the associated credit hours. Each course has been carefully selected by the academic unit offering the major. Course substitutions are, therefore, made only when justified by extenuating circumstances. Such circumstances must be presented in writing by the student, and the requested substitution must have the support of the faculty advisor, the department head or associate dean, and the Dean responsible for the academic program in

which the student is majoring. Forms for requesting course substitutions are available in the Registrar's Office.

Pass-Fail

Juniors and seniors with cumulative grade-point ratios of 2.000 or higher may elect to take elective courses on a Pass-Fail option. Normally, no more than one course may be taken under this option each semester, and no more than four courses taken under this option may be used to meet graduation requirements. A student may take the Pass-Fail option only on courses which meet elective requirements. Students may not change their decision to take a course on the Pass-Fail basis after the first two weeks of the term. Courses completed on the Pass-Fail option carry graduation credit, but quality points are not awarded. These courses are not included in grade point ratio computations.

Instructors report grades as usual, A through F. The Registrar's Office translates grades as follows:

- 1. The grades of "A" through "C" as "S" (satisfactory, passfor credit):
- 2. The grades of "D" or "F" as "U" (unsatisfactory, fail-no credit).
- 3. Students desiring to take a course on the Pass-Fail option should contact the Registrar's Office.

Audit Status

Any student who is eligible to enroll in a particular course may, with the approval of the instructor and the Registrar, audit that course for no credit. There will be no additional charge if the student is enrolled for credit in courses totaling 12 or more hours. For students taking fewer than 12 credit hours, registration fees and 100 percent of the tuition for the course will be assessed. Students may not change their decision to take the course on the audit basis rather than for credit after the first two weeks of the term. Grades will not be given for courses taken in audit status.

Class Attendance Policy

The cornerstone of undergraduate education is communication between the teacher and the student. At The Citadel, class attendance is expected, and students are expected to be punctual.

Should it be necessary to miss a class for any reason, students will, unless circumstances preclude it, notify the professor in advance and will be responsible for any material covered in their absence. Assigned tests and laboratories are <u>mandatory</u> and, unless authorized to the contrary by the professor, take precedence over <u>all</u> other responsibilities.

For any student, absences, whether authorized or unauthorized, in excess of 20% of the meetings of a particular course can, at the discretion of the professor, result in a grade of "F" in that course. In such cases, the attendance record kept by the professor is official.

As soon as the instructor had determined that a grade of "F" for excessive absences is warranted, the responsible Dean is notified, and the student is dropped from the course in question with the final grade of "F."

Academic Criteria for Continuance

Records of degree-seeking students are assessed for academic criteria for continuance after each period of two semesters and the included summer sessions. In order to be eligible to continue at The Citadel, a student must meet minimum standards regarding hours earned at The Citadel or properly transferred from another accredited institution, and an acceptable cumulative grade-point ratio must be maintained. Full-time student, those taking at least 12 credit hours each semester, must earn at least 24 semester hours each two-semester period. Part-time students must have passed at least 50 percent of the coursework attempted in the two previous semesters and the included summer sessions. If a previously passed course is repeated, the hours may be used only once toward meeting requirements for hours passed.

The student must also meet the grade point ratio (GPR) requirement for the appropriate category of credit hours of record as listed in the table below. In determining the category for credit hours of record, hours transferred into The Citadel from other institutions are included as credit hours of record.

The column "Quality Hours Plus Transfer Hours" includes: 1) all credit attempted for which a grade of "A," "B," "C," "D," or "F" was received at The Citadel, 2) course work transferred from other colleges, and 3) courses taken on a Pass-Fail basis.

Quality Hours	Grade-Point Ratio	Grade-Point Ratio
Plus Transfer&	for Continuance	for Continuance
Pass/Fail Hours	(on probation)	(without probation)
0-39	1.100	1.300
40-69	1.400	1.600
70-99	1.700	1.800
100 & above	1.900	2.000

This table traces the minimum academic progress students must make toward attaining the minimum acceptable overall gradepoint ratio of 2.000 as they approach the total number of hours required in the course of study of their selected major. For the purpose of determining academic probation, criteria for continuance, dean's list, graduation, and other academic matters, grade-point ratios will not be rounded.

Academic Discharge

A student who fails to meet either or both of the academic criteria for continuance will be discharged for academic deficiencies. Although The Citadel will notify students that they are deficient in either or both areas, it is the responsibility of students to ensure that these criteria are met. To avoid academic discharge, a student must meet both hour and GPR requirements concurrently either at the end of the fall semester, at the end of the spring semester, or in August, as appropriate.

Under the academic dismissal policy, students may be dismissed for academic deficiencies in January or in August of each year.

Summer session work cannot make students ineligible to enroll in the following fall semester, if they were eligible for enrollment at the end of the previous spring semester. Minimum grade-point ratios for the various categories are as shown in the table below; however, the minimum GPR required will not be raised as a result of summer school work. That is, students moving from one category to the next higher category as a result of credit hours earned in summer school at The Citadel or elsewhere will be required to meet the GPR minimum of the lower category of credit hours for continuance in the following fall term.

A student who is discharged for academic reasons for the first time may apply for readmission after being out of school for one semester. Summer school does not constitute a semester in this instance. If approved for readmission, the student will be readmitted on academic probation.

If a student fails for a second time to meet minimum academic criteria for continuance, the Dean responsible for the academic program in which the student is majoring will review the academic record and any extenuating circumstances the student wishes to present in writing. Based on this review and in consultation with the faculty advisor and the department head or associate dean, the responsible Dean will determine the conditions under which the student will be permitted to continue or will award the student a second academic discharge. Except under extremely extenuating circumstances, a student discharged a second time for academic reasons will not be considered for readmission and may not enroll in course work in any program at The Citadel—day, evening, or summer.

Academic Probation

Students are placed on academic probation for any semester when their cumulative grade-point ratio based on courses taken at The Citadel fails to meet requirements for continuance without probation as outlined in the Academic Criteria for Continuance table. Students will be removed from academic probation after the semester their cumulative grade-point radio meets the requirements of the table. Students on academic probation are not making satisfactory progress, and restrictions, such as limiting the number of credit hours in which they may enroll, may be enforced.

Change of Academic Major

A student may not change from one academic major to another without written approval. Forms for requesting a change of academic major are available in the College of Graduate and Professional Studies. Because both entrance and exit requirements differ among the various academic majors, students who are considering a change of major are required to consult with their academic advisors as well as the heads or associate deans of both the gaining and losing academic program.

Courses of Study

The following are detailed schedules of the curriculum required for each degree according to the major subject selected. The clock hours and the credit value of each course are noted. The individual courses are described under the appropriate departmental heading in the pages following the schedules.

Elective refers to a course that is required for graduation and may be any three-credit course offered by the College.

Approved Elective refers to a course that must be selected from a list of courses provided by the individual school or department.

Non-Departmental Elective refers to a course that is required for graduation and must be taken outside the major department. Students are encouraged to study areas outside the major to ensure as broad an education as is practical.

Students are reminded that it is expected that all coursework in the first two years of these programs be taken at other accredited institutions and transferred to The Citadel. Courses at the 100-or 200-level will rarely be offered through the College of Graduate and Professional Studies in a fall or spring semester. These courses may be available in MAY



School of Business Administration

BS: Business Administration

Bachelor of Science Business Administration Mark Bebensee, Associate Dean, 843-953-5056 mark.bebensee@citadel.edu School, of Business Administration

Mission:

The mission of the School of Business Administration is to educate and develop leaders of principle to serve a global community.

2 + 2 Program:

The Citadel's Bachelor of Science in Business Administration is a "2 +2" program provided in cooperation with Trident Technical College. Students take freshman and sophomore level courses at Trident, and they come to The Citadel for their junior and senior level classes.

Students who wish to earn a BS in Business Administration through The Citadel's College of Graduate and Professional Studies can begin their coursework at TTC and earn an Associate in Arts degree along the way.

The Steps:

Apply to TTC (list AA as your major and Citadel-Business as your career path).

·Submit SAT/ACT scores and/or official transcripts of other colleges you have attended OR take TTC's placement test.

Attend TTC's Orientation Center to be assigned to the right TTC advisor

·Meet with your advisor and fill out 2+2 Enrollment Form ·Complete specified courses at TTC with a minimum cumulative GPA of 2.0

·Apply to The Citadel

·Sign transfer request form

Admission Requirements:

To be admitted into The Citadel's portion of the program, students must:

- 1. Complete the designated courses with Trident Technical College with a grade of C or higher;
- 2. Maintain a minimum 2.0 GPA;
- 3. Receive a letter of transmittal from their Trident 2 + 2 advisor; and
- 4. Complete a formal application to enter The Citadel's College of Graduate & Professional Studies. There is no application fee.

The Citadel's undergraduate program, our principal focus, blends four semesters of science, four semesters of English, four semesters of foreign language courses, other traditional liberal arts courses, and upper-level business courses.

Persons interested in the Master of Business Administration program, which is offered only through evening classes, should consult the Graduate portion of this catalog for further information.

Required Courses

Must be Taken at TTC

ENG 101/102	English Composition I & II
ENG 205	English Literature I
ENG 206	English Literature II
or ENG 208 or 209	World Literature I or II
HIS 101 and 102	Western Civilization I & II
or HIS 104/105	World History I & II
FRE/SPA/GER 101	Elementary I
ERE/SDA/GER 102	Flamentary II

FRE/SPA/GER 102 Elementary II FRE/SPA/GER 201 Intermediate I FRE/SPA/GER 202 Intermediate II

CPT 101 Introduction to Computers

SPC 205 Public Speaking

PSY 201 Introduction to Psychology or SOC 101 Introduction to Sociology or PSC 201 American Government or ANT 101 Introduction to Anthropology

ECO 210 & 211 Macro/Microeconomics

MAT 110 College Algebra

MAT 120 Probability and Statistics MAT 130 Elementary Calculus BIO 101/102 General Biology I & II AST 101/102 Astronomy I & II or CHM 110/111 General Chemistry I & II ACC 101/102 Accounting Principles I & II

Can Be Taken at TTC or The Citadel

BUS 121 Business Law

MGT101 Principles of Management MKT 101 Marketing Principles

Non-Departmental Electives (6 hours)

Must be Taken at The Citadel

BADM 316	Communication in Business
BADM 317	Computer Applications in Business
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BADM 321 Business Finance

BADM 328 Organization Theory and Behavior

BADM 410 Production Management BADM 422 Strategic management

Business Electives (15 Hours)

List of Courses:

BADM-305—Legal and Ethical Environment of Business

Three Credit Hours

Required of all business administration juniors.

An introduction to the legal system, with special emphasis on its relation to business. Students contend with federal and state regulations as well as the common law to arrive at an understanding of the legality, ethics, and social responsibility of business decisions. Topics include an introduction to the judicial system, torts and product liability, administrative law and

consumer protection, agency and partnership, contracts, the Constitution, criminal law, ethics, and fiduciary trust.

BADM-309—Marketing Principles

Three Credit Hours Prerequisite: BADM-202

Required of all business administration juniors; open to others. A study of macro- and micro-marketing issues including interrelationship of marketing activities and functioning of the national economy and influence of consumer, competitive, and governmental pressure on the firm's marketing behavior. International and domestic marketing issues are examined.

BADM-316—Communications in Business

Three Credit Hours

Prerequisite: Junior Standing

Required of business administration juniors.

A study of written and oral interpersonal communication in goal-seeking organizations. Emphasis is given to communication theory, including barriers to and types of communication flows in organizations; the psychology of communicating good, neutral, negative, and persuasive messages; and the writing of formal reports.

BADM-317—Computer Applications in Business

Three Credit Hours Prerequisite: CSCI-110

Required of business administration juniors.

The application of computer software to assist in analyzing common business decisions, with an emphasis on advanced techniques in spreadsheet and database development and design. Includes a major business project utilizing presentation software and the Internet.

BADM-318—Commercial Law

Three Credit Hours Prerequisite: BADM-305

Open to business administration and other majors.

A detailed examination of commercial law topics including sales, commercial paper, secured transactions, bulk transfers, and bankruptcy.

BADM-320—International Business

Three Credit Hours

This course focuses on decisions in international business operations for small and large firms. Of particular interest are international business climate/culture, foreign exchange rates, international trade, overseas direct investment, and operations management. Incorporate case studies dealing with aspects of international business.

BADM-321—Business Finance

Three Credit Hours Prerequisite: BADM-212

Required of all business administration juniors.

An introductory course combining a description of the structure of business financing and a study of financial principles and practices, with special emphasis on their relation to managerial planning and control.

BADM-325—Principles of Management

Three Credit Hours

Required of all business administration juniors.

A survey of the fundamental concepts of organization and management with emphasis on the role of a manager as a decision maker in a rapidly changing national and international environment with short- and long-range social, legal, and ethical ramifications. Special emphasis is placed on the leadership functions of planning, organizing, coordinating, motivating, and controlling through effective feedback.

BADM-326—Principles of Real Estate

Three Credit Hours

This course provides a personal and professional perspective of the legal, financial, and ethical rights and obligations of all parties in a real estate transaction. Topics include organizing, functioning, financing, marketing, brokering, appraising, and managing of real estate transactions.

BADM-328—Organization Theory and Behavior

Three Credit Hours Prerequisite: BADM-325

Required of business administration juniors.

A study of the organization, focusing on interactions between organizational designs and people within an ethical framework. The dynamics and links between individuals, groups, and the national and international environment are analyzed to highlight the determinants of organizational effectiveness. A major focus is on the development of positive interpersonal relations.

BADM-404—Investments

Three Credit Hours Prerequisite: BADM-321

A survey course that introduces different types of securities, markets, transaction costs, security regulations, and taxes. The basic techniques for analyzing the potential returns and risks of individual securities and for combining them efficiently into portfolios are also studied.

BADM-405—Marketing Management

Three Credit Hours Prerequisite: BADM-309

A study of marketing planning and decision-making from the point of view of the marketing manager in a changing economic, social, and legal environment. Basic concepts and methods of analysis used in formulating product, distribution, promotion, and pricing strategy are studied.

BADM-407—Money and Banking

Three Credit Hours Prerequisite: BADM-201

The nature and functions of money, the various monetary standards, the development of our monetary system, the factors affecting the value of money, methods and objectives of money and credit control, international exchange, and analysis of recent developments in money and credit.

BADM-409—Human Resource Management

Three Credit Hours

A contemporary course in the management of personnel as a resource. Concentrates on the historical, legal, social, economic,

and ethical framework of labor relations with a focus on forecasting, planning, staffing, compensating, developing a career, labor relations, performance management, and control and evaluation of human resources.

BADM-410—Production & Operations Management

Three Credit Hours

Prerequisites: BADM-202, BADM-205, BADM-212, and

BADM-325

Required of all business administration seniors.

Analysis of the production function as the planning, organizing, directing, and controlling of the required activities and resources necessary to produce products and services. Managerial problems in the areas of plant design and location, production standards, operations planning and control, product development, materials handling, and inventory control are discussed.

BADM-412—International Economics

Three Credit Hours Prerequisite: BADM-202

An analysis of the theoretical principles underlying international specialization and exchange, the making of international payments, the relation of international payments to national income, and the application of these principles to recent historical developments and current national policies. An introduction is provided to the network, composition, and sources of world trade.

BADM-413—International Marketing

Three Credit Hours Prerequisite: BADM-309

Introduction to global problems, issues, and decision areas facing the marketing manager for small and large firms. Case studies are utilized, and a research project is required.

BADM-414—Consumer Behavior

Three Credit Hours Prerequisite: BADM-309

The study of behavioral science theories and related marketing models useful to managers in understanding consumers in the domestic and international marketplace. A research project is required.

required.

BADM-417—Systems Analysis and Design for Business

Three Credit Hours

Prerequisite: CSCI-110 and BADM-317 or permission of

instructor.

This course addresses the theory and practice of effective database systems design for businesses. Topics include client/server models and object-oriented databases, as well as the data warehouse's role in supporting business decision-making.

BADM-420—Management of Change

Three Credit Hours

Prerequisite: Senior standing in business administration This course uses knowledge and skills from the social sciences to develop strategies for achieving effective change within organizations. Implementation of these strategies to achieve more effective organizations is the core of this course. Topics include team building, process consultation, confrontation and the management of conflict, and technostructural change.

BADM-422—Strategic Management

Three Credit Hours

Prerequisites: BADM-201, BADM-202, BADM-211, BADM-

212, BADM-309, BADM-321, BADM-325 Required of all business administration seniors.

A capstone course designed to give the student practice in integrating the numerous theory courses in all phases of business management. The student develops problem-solving and decision-making skills by assuming the role of top management in the study of actual business cases.

the study of actual business cases.

BADM-425—Small Business Management/Entrepreneurship

Three Credit Hours

Prerequisite: Senior standing in business administration. This course covers the environment of small business, factors of success or failure, small business management tools, and sources of financing. Student teams prepare business plans for the start-up of a business. In some instances, the teams will work with local entrepreneurs in developing business plans. The course is supported by a multimedia business planning system.

BADM-430-435—Seminar in Business Administration

Three Credit Hours

Prerequisite: approval of course instructor and department head.

These courses are designed to provide students of exceptional ability and background with the opportunity to explore a variety of advanced, business-oriented, analytical techniques. Specified topics covered within these courses will be offered at the discretion of the instructor and under the supervision of the department head. Topics vary from semester to semester.

BADM-450—Internship

Three Credit Hours

Prerequisite: Senior Standing

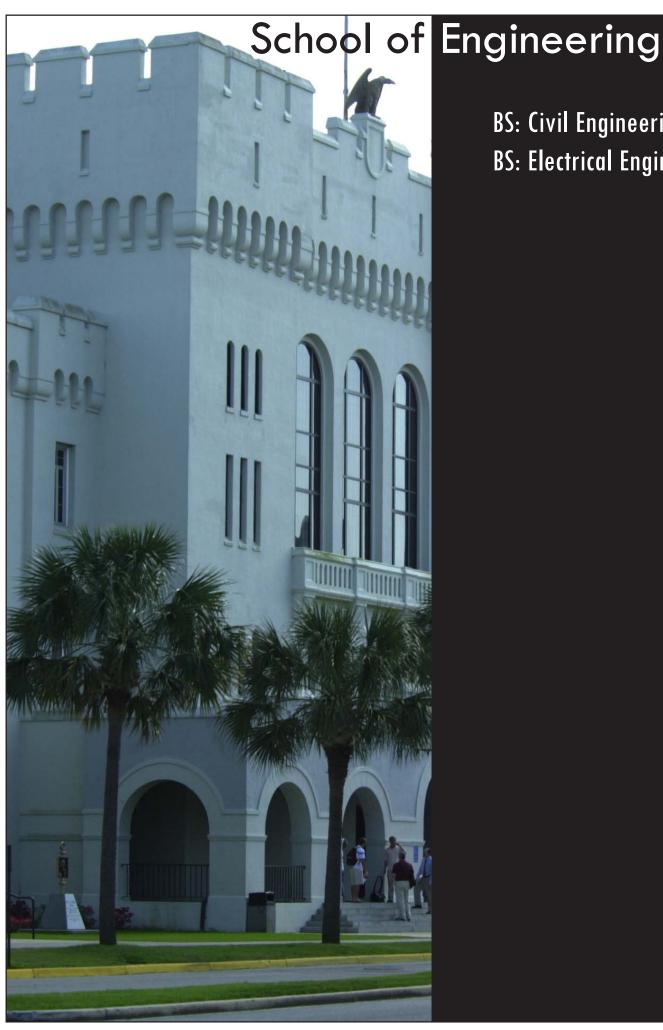
Open to senior business administration majors.

This course gives senior students real-world work experience to complement the classroom education they have already received. Interns learn about the variety of issues faced by today's firms and their managers, the kinds of information firms collect and use, and the development of solutions for business problems. Interns spend ten to twelve hours each week working alongside a senior-level manager in a Charleston-area business.

BADM-490—Independent Study

Three Credit Hours

Prerequisite: Senior standing with at least a 3.0 academic average. Approvals for enrollment during pre registration from sponsoring professor and department head are required. This course may be taken by seniors desiring to engage in a scholarly research project of mutual interest to the student and the faculty member who directs the study. The project should culminate in a formal student research paper.



BS: Civil Engineering

BS: Electrical Engineering

BS: Civil Engineering
Department of Civil and
Environmental Engineering
Kenneth Brannan, Department Head
843.953.7683, ken.brannan@citadel.edu

Mission:

The mission of the Department of Civil and Environmental Engineering is:

"To provide a nationally recognized student-centered learning environment for the development of future leaders in the civil and environmental engineering community through a broadbased, rigorous curriculum emphasizing both theoretical and practical engineering concepts and the discipline of a strong work ethic."

The Department of Civil and Environmental Engineering recognizes the civil engineer is a people-serving professional who manages resources as well as technology. The civil engineer plans, designs, constructs, and maintains facilities essential to modern life in both the public and private sectors. Accordingly, the department strives to develop the skills of its engineering students in the management of resources-time, materials, money, and people. Consistent with the high aims of the civil engineering profession, the department seeks to ensure its academic program is underpinned by a broad base of ethical knowledge and behavior as well as modern leading-edge technology. The department accomplishes its mission by connecting students, faculty, and staff in a unique academic environment, achieving the intended development of the student through the enriched personal, professional, and educational growth of each individual.

Admission Requirements:

- 1. Complete the designated courses with Trident Technical College with a grade of C or higher.
- 2. Maintain a minimum 2.0 GPA.
- 3. Receive a letter of transmittal from their designated Trident 2
- 4. Complete a formal application to enter The Citadel's College of Graduate and Professional Studies. There is no application fee.

Program Educational Objectives:

The Civil and Environmental Engineering program educational objectives are listed below:

- ·To provide a high quality course of study that integrates the important concepts of design with a solid theoretical and practical foundation to allow its graduates to seek professional careers in government, industry and consulting.
- ·To prepare all graduates to pursue life-long learning through continuing education and/or postgraduate studies.
- ·To provide all graduates with an educational background broad enough to meet the requirements of good citizenship and enable

them to serve in roles that require leadership, teamwork, decision making and problem solving abilities.

Departmental Objectives:

As its primary goal the faculty of the Civil and Environmental Engineering Department seeks to offer and maintain a high quality undergraduate civil engineering education. To fulfill this goal, the department has the following objectives:

- 1. To provide a safe and hazard-free work environment for students, faculty, and staff.
- 2. To maintain a course of study that:
 - ·is well-founded in ethical knowledge and behavior consistent with the high aims of the civil engineering profession;
 - ·Integrates the important concepts of design throughout the entire curriculum;
 - ·Qualifies students for graduate school;
 - Extends academic opportunities for students to participate in research; Provides students with an understanding of an engineer's responsibilities of good citizenship and service to the engineering profession
- 3. To continually enhance the teaching effectiveness of the civil engineering faculty.
- 4. To enhance the professional qualifications of the civil engineering faculty through professional development and scholarly activity.
- 5. To provide a modern academic building with appropriate equipment systems.
- 6. To continually improve the library collection of civil engineering technical and professional literature.
- 7. To provide continuing education opportunities for the engineering community.
- 8. To recruit and retain highly-qualified students.

Program Requirements: Two-Plus-Two Evening Mode

The Citadel through the College of Graduate and Professional Studies offers an undergraduate Bachelor of Science degree in Civil Engineering. This program is offered in cooperation with Trident Technical College where the student completes the first two years of study. The junior and senior years of study are completed at The Citadel by attending evening classes.

Program Outcomes:

A student at the time of graduation from the civil engineering program should have achieved an acceptable level of skills and knowledge in the following areas:

- 1. Mathematics, basic science, and engineering science provides the fundamental foundation for engineering computation. Hence, the student should possess the ability to apply knowledge in these most critical areas.
- 2. Engineering models the physical world; hence, a civil engineering student should have the ability to design and conduct experiments and analyze and interpret data from experiments.
- 3. Design is the heart of civil engineering. Therefore, a graduate must have the ability to design a system, component, or process to meet stated constraints.

- 4. Graduates must possess the ability to identify, formulate, and solve engineering problems. Each student must develop the skills to use modern engineering tools necessary for engineering practice.
- 5. Civil engineers are asked to serve as members of teams, either as leaders or as followers. Each graduate should have the opportunity to develop skills and the ability to function on multi-disciplinary teams.
- 6. Trust is paramount in the civil engineering profession. Society depends on civil engineers to conduct themselves in a professional manner at all times. Hence, each graduate must have an understanding of his or her professional and ethical responsibility. In addition, each graduate must obtain an education broad enough to include the impact of engineering in a global and societal context and knowledge of contemporary issues.
- 7. Graduates must be able to express their ideas clearly and effectively. Each student will have an opportunity to develop the ability to communicate effectively.
- 8. Finally, each graduate must realize that commencement is just that: "the beginning of his or her professional career." Each student must recognize the need for, and must possess the skills to engage in life long learning.

Program of Study:

The Civil and Environmental Engineering Department's fouryear program begins with courses which provide a foundation of knowledge and skill in the basic arts and sciences. Limited specialization in engineering starts during the sophomore year. In the junior and senior years, the time is devoted essentially to basic professional subjects. Throughout the four years, the program emphasizes the development of habits of orderly study, investigation, sound reasoning, problem-solving, and design, rather than the mere acquisition of factual information. It is stressed that an engineer is a professional, thoroughly grounded in engineering science and technology, but also aware of the social, economic, ethical, and ecological implications of professional activities. The civil engineering curriculum is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET). Each year the curriculum is augmented by off-campus educators and engineers who lecture and moderate seminars in engineering specialties. Students' sources of knowledge are broadened by participation in these seminars and the student chapters of the American Society of Civil Engineers, Tau Beta Pi (honorary engineering society), and the Society of American Military Engineers.

LeTellier Hall was designed for the needs of civil and environmental engineering education and contains, in addition to laboratories and traditional classrooms, five multimedia classrooms; an assembly room with appropriate audio-visual aids for special lectures and society meetings. There are three computer facilities located in LeTellier Hall. To help ensure the best use of these facilities, priority access goes to students using softward or capabilities specific to the LeTellier sites. LeTellier 203 is a general purpose lab maintained by ITS. LeTellier 206 and 308 are on the CEE departmental network and require a departmental user account.

The Main Computer Lab – LeTellier 203

LeTellier 203 is the primary teaching and student-use computer facility in the Civil Engineering Department. The twenty-two student stations and one projection-capable instructor station and laser printer located in this lab are connected to the campus wide network, CITnet, and provide direct Internet access via Ethernet. The campus-wide network includes: an ALPHA cluster which handles student email and information systems and the library information systems; a Novell network for printer access; and the UNIX systems administered by the Math and Computer Science Department. The software in the labs is Windows based. All machines in the lab have graphics-capable www browers. The department's standard general purpose softward includes: Microsoft Office, Mathcad, and Autocad Lt. In addition, there are a number of course specific software packages. Faculty also post: classroom presentations, handouts, programming examples, class notes and solutions to tests, and homework on the CEE Department's Web server. These postings are in a mixture of formats including PDF files, Mathcad documents, spreadsheet files, executable programs, and multimedia presentation files that students may review as needed before and after class.

The Special Applications Lab – LeTellier 206

LeTellier 206 is the home of the Civil Engineering Department Special Applications Lab. Note: A CEE departmental computer account is required to log in on these workstations. The twelve student computers serve primarily as AutoCad, GIS (ArcView) and structural design workstations. Other uses involve construction management, Global Positioning System (GPS) data analysis/adjustment, and traffic engineering studies. Occasionally, small sections of courses may be scheduled in the lab utilizing the instructors-only workstation and projection system. Each of these computers has a 250 MB ZIP drive to accommodiate large student files. This laboratory is equipped with a networked laser printer a B-size and an E size plotter. There is also a 8 ½ x 14 fixed bed color scanner in this lab for student use.

The Graphics Lab – LeTellier 308

LeTellier 308 is the home of the Civil Engineering Department Graphics Instruction Lab. Note: A CEE departmental computer account is required to log in on these workstations. The instructor's station is equipped with a projection system for both the computer and document camera. The twenty student computers serve primarily as Autocad workstations. Each of these computers has a 250 MB ZIP drive and a CDR/W drive to accommodate large student files. This laboratory is equipped with a networked A/B size laser printer.

Materials Testing Laboratory: Major items of equipment include a 400,000-pound universal hydraulic testing machine with a clearance of 8 feet for column testing and with a 36-inch-wide working platform; a 250,000 pound concrete cylinder testing machine; a 60,000-pound hydraulic universal testing machine; a 10,000-inch-pound torsion machine; and equipment for making tension, compression, shearing, and most other accepted and significant tests on metals, concrete, wood, and other structural materials. A transmission Polariscope and related equipment are available to investigate in a wide variety of two dimensional photo-elastic models.

Construction Materials Laboratory: Bituminous Materials Testing. This laboratory contains equipment for making the significant quality control and identification tests on asphalt cements, cutback asphalts, and asphalt emulsions. Equipment for the design, mixing, compaction, and testing of asphalt concrete paving mixtures by the Marshall and other methods is included.

Concrete Materials: A curing room, mixing equipment, air entraining measuring apparatus, scales, and other minor equipment are provided in this laboratory. Testing is accomplished using the Materials Laboratory testing equipment.

Geotechnical Laboratories: The two soils laboratories are equipped with both scale and deadweight consolidmeters, triaxial and direct shear machines, unconfined compression machines, permeameters, Atterberg limit equipment, Proctor and modified AASHTO compaction apparatus, standard sieves, soil hydrometers, C.B.R. apparatus, and other equipment needed for tests and experiments with soils.

Fluid Mechanics Laboratory: Equipment is provided for a wide variety of experiments and tests involving the flow of water over weirs or through pipes, meters, orifices, or a Parshall flume. Other major items of equipment include a head loss and flow measurement fluid circuit apparatus, a Reynolds number device, two (2) hydraulic demonstration units permitting experiments involving many phenomena of open channel flow, and a centrifugal pump equipped to measure input and output of energy.

Environmental Engineering Laboratory: Equipment is provided for water analysis determination (primarily according to "Standard Methods") pH, alkalinity, turbidity, and color. Bacteriological examinations may also be made for wastewater analysis, biochemical oxygen demand, and solids content. The equipment includes incubators, a muffle furnace, pH meters, electrophotometic devices, an autoclave, a constant temperature refrigerator, spectrophotometer, a drying oven, a water still, a fume hood, and essential minor tools and equipment.

Other engineering equipment: Adequate equipment is available for the courses in engineering graphics, surveying, geomatics, as well as for the junior and senior courses. This equipment includes levels, theodolites, level rods, tapes, and five total stations. Eight Geographic Positioning System (GPS) receivers have been recently acquired by the department for use in the geomatics courses.

Degree: The degree of Bachelor of Science in Civil Engineering (B.S. in C.E.) is awarded to those who successfully complete the program of studies outlined in the course offerings section of this catalog.

Two humanity or social science electives, one technical elective, and one civil engineering design elective are required. These are selected from a list of approved electives maintained by the Civil and Environmental Engineering Department. In completing the two humanities or social science electives, the student will take one from the core curriculum. The other shall be a departmentally approved course. The civil and environmental engineering design elective allows the students to specialize in a

technical area of civil engineering by completing a design course at the senior level that integrates principles and practices of earlier courses into the design of the engineering system. Students who are on academic probation will not be permitted to enroll in upper level courses offered by the civil and environmental engineering department (i.e., junior and senior level classes). All scheduled freshman and sophomore level engineering, science, and mathematics courses must be completed before a student will be permitted to enroll in senior level courses offered by the Civil and Environmental Engineering Department.

List of Courses:

CIVL-100—Introduction to Civil and Environmental Engineering

Two Credit Hours

Required of all Civil and Environmental Engineering freshmen. Meets The Citadel 101 first year seminar requirement.

The engineering process from problem formulation to the evolution of creative design is demonstrated through the practical solution of engineering problems. Course topics provide an introduction to the engineering profession, branches and functions of civil engineering, professional ethics, and the role of engineers in society. Course assignments include individual student exercises, teamoriented engineering projects, in-class presentations, and peer evaluations. As a foundation for lifelong learning in the civil engineering profession, students will develop and enhance study skills, including time management, learning strategies, computer techniques/tools, and effective communication. The course will introduce students to campus facilities, resources, support services and lifestyle issues useful for making a successful transition to the unique environment of The Citadel.

Laboratory: four hours.

CIVL-101—Engineering Drawing

Two Credit Hours

Required of all Civil and Environmental Engineering freshmen. Use and care of drawing instruments; proper weights and types of lines for clear-cut and complete graphical representation; auxiliary and sectional views; pictorial representation with emphasis on isometric drawing, dimensioning, true lengths, and shapes; problems on points, lines, and planes; development of a reasonable skill in lettering. A substantial portion of the course is taught using CAD software.

Laboratory: four hours.

CIVL-202—Statics

Three Credit Hours

Corequisites: MATH-131 (Analytic Geometry and Calculus I) and PHYS-221/271 (Physics with Calculus I and Lab) Required of all Civil and Environmental Engineering sophomores.

Scalar and vector solutions of problems in statics; resultants, reactions, and equilibrium of forces; analysis of simple trusses, friction; centroids and centers of gravity; and moments of inertia. Lecture: Three hours.

CIVL-205—Surveying

Three Credit Hours

Corequisite: CIVL-101, CIVL-235

Required of all Civil and Environmental Engineering sophomores.

Linear measurements, leveling, compass and transit/theodolite, theory oferrors, latitudes and departures, areas, stadia, plane table, coordinate geometry, state plane coordinates, standard map projections and introduction to the use of electronic distance measuring devices.

Lecture: three hours.

CIVL-207—Geomatics

Three Credit Hours

Prerequisites: CIVL-205 and CIVL-235; corequisite: CIVL-237,

CIVL-100.

Required of all Civil and Environmental Engineering sophomores.

Land surveying and boundary laws; public land surveys; topographic mapping; astronomic control for mapping; Geographic Positioning Systems (GPS); remote sensing; and Geographic Information Systems (GIS).

Lecture: three hours.

CIVL-209—Computer Application for Civil and Environmental Engineering

Required for all Civil and Environmental Engineering sophomores. Instruction in computer applications to problems chosen from civil engineering fields and fields clearly related thereto. Development of computer-based methodsfor analyzing civil engineering systems. The focus of the course is on algorithm development and implementation.

Lecture: one hour; laboratory: two hours.

CIVL-235—Surveying Laboratory

One Credit Hour Corequisite: CIVL-205

Required of all Civil and Environmental Engineering sophomores. Application of principles obtained in CIVL-205 through actual field work. Horizontal control activities include distance measurements by tape and EDM, angular measurements by transit and theodolite; traversing; traverse closure computations; balancing computations; and preparation of boundary plat. Computer applications and computer aided drafting are available. Laboratory: two hours.

CIVL-237—Geomatics Laboratory

One Credit Hour

Prerequisite: CIVL-235; corequisite: CIVL-207
Required of all Civil and Environmental Engineering sophomores. Application of principals obtained in CIVL-207 through actual field and office type work. Preparation of topographic map, Geographic Positioning Systems mapping controls, Geographic Information System applications, and photogrammetric mapping applications.

Laboratory: two hours.

CIVL-301—Dynamics

Three Credit Hours

Prerequisites: CIVL-202 with a grade of "C" or better. Required of all Civil and Environmental Engineering juniors. Kinematics and Kinetics of particles or rigid bodies in plane motion with emphasis on the special cases of translation and rotation. The techniques of vector mathematics are employed. Lecture: three hours.

CIVL-302—Highway Engineering

Three Credit Hours

Prerequisites: CIVL-305; corequisite: CIVL-327.

Required of all Civil and Environmental Engineering juniors. Alignment and earthwork drawings and computations; earthwork operations; routine tests of highway materials, bituminous and non-bituminous; pavement and basic thickness design; design and testing of asphalt paving mixtures; constructions of roadway elements; construction surveys; and an introduction into construction specifications. Problems are solved by both manual and computer methods. Preparation of construction plans for a short highway, including use of survey data, plotting, design of horizontal and vertical control; storm drainage design; earthwork determination and mass diagram calculations.

Lecture: three hours.

CIVL-304—Mechanics of Materials

Three Credit Hours

Prerequisites: CIVL-202 with a grade of "C" or better. Required of all Civil and Environmental Engineering juniors. Elastic properties of structural materials; internal stresses and strains; principal stresses and strains including Mohr's Circle; axial; torsion; flexure; shear; riveted and bolted joints; combined stresses; shear and moment diagrams; beam deflections.

Supplemented by CIVL 307.

Lecture: three hours.

CIVL-305—Transportation Engineering

Three Credit Hours

Prerequisite: CIVL-101, CIVL-102, CIVL-207, CIVL-237 Required of all Civil and Environmental Engineering juniors. Development and interrelationships of United States transportation systems; planning, financing, and design of land transportation, airport, and seaport facilities. Includes road and railroad geometric and drainage design; sedimentation and erosion controls; airport layout and design; and design of harbors and port facilities.

Lecture: three hours.

CIVL-307—Materials Laboratory

One Credit Hour

Prerequisite: ENGL-102; prerequisites or corequisites: CIVL-209, CIVL-304

Required of all Civil and Environmental Engineering juniors. Laboratory supplement to CIVL-304. Introduction to the use of testing machines and equipment; strength and deformation measurements of ferrous and nonferrous metals, concrete, and wood; properties of materials as determined by results of tests in compression, tension, bending, torsion; behavior of columns; use of electric resistance strain gages; use of ASTM specifications and test procedures.

Taken concurrently with or subsequent to CIVL-304. Laboratory: two hours.

CIVL-309—Structural Analysis

Four Credit Hours

Prerequisites: CIVL-304 with a grade of "C" or better and

MATH-132 (Analytic Geometry and Calculus II)

Required of all Civil and Environmental Engineering juniors. Structural analysis of determinate and indeterminate beams and frames using classical, approximate, and computer-based methods.

Lecture: four hours.

CIVL-310—Statics and Mechanics of Materials for Non-Civil Engineers

Three Credit Hours

Prerequisites: MATH-132 (Analytic Geometry and Calculus II) and PHYS-221/271 (Physics with Calculus and Lab). Vector solutions of problems in statics, resultants, reactions and equilibrium of forces. In addition, the brief study of mechanics of materials including stress and strain relationships and various types of loading on structural members.

Lecture: three hours.

CIVL-312—Introduction to Environmental Engineering

Three Credit Hours

Prerequisite: CHEM-151/161

Required of all Civil and Environmental Engineering juniors. Introduction to water, air, solid and hazardous waste (including radioactive material), and noise pollution and its control. Included are social and ethical considerations, legal and regulatory principles, risk analysis, the effect of pollutants on the environment, and the engineering principles governing the generation and control of these pollutants.

Lecture: three hours.

CIVL-313—Hydrology and Water Resources

Three Credit Hours

Prerequisite or corequisite: CIVL-315

Required of all Civil and Environmental Engineering juniors. Hydrologic principles and application; hydrologic cycle which includes precipitation, evaporation/transportation, and infiltration; groundwater flow theory and application; measurement of surface water flow; hydrography development; extreme flow analysis; flood routing; design of storm water conveyance systems; and water storage applications.

Lecture: three hours.

CIVL-314—Engineering Administration

Two Credit Hours

Required of all Civil and Environmental Engineering juniors. An elementary course in engineering administration with primary attention given to the basic principles of engineering economy as applied to the economic analysis of the costs of construction and operation of various engineering works. Computer applications in cost analysis. In addition, the course covers engineering ethics as applied by practicing engineers.

Lecture: two hours.

CIVL-315—Fluid Mechanics

Three Credit Hours

Prerequisites: CIVL-202; Either Math 231 or Math 234 Required of all Civil and Environmental Engineering juniors.. An introduction to fluid characteristics, properties, and the fundamentals of fluid statics, fluid dynamics, fluid flow, and fluid measurements. Hydraulics, a practical application of fluid mechanics involving the flow of water, investigates the properties

of orifices, weirs, flumes, pipes, and open channels, including their engineering applications. Classroom assignments will include design problems and problem solving using computers. Lecture: three hours.

CIVL-327—Asphalt and Concrete Laboratory

One Credit Hour

Prerequisites: CIVL-307; corequisite CIVL-302

Required of all Civil and Environmental Engineering juniors. Laboratory applications involving design, preparation, curing and testing of asphalt and Portland cement concrete. Includes testing for component properties, component selection and grading, material handling, mix design, blending, applicable standards and specifications, construction practices, quality control, specimen testing and safety. Marshall and Superpave mix design procedures and testing methods are used to conduct laboratory data collection and analysis. Emphasis is placed on professional laboratory report preparation.

Laboratory: two hours.

CIVL-330—Measurements, Analysis and Modeling for CEE Systems

Three Credit Hours Prerequisite: CIVL-209

In this course, students are introduced to several concepts and techniques essential to the modern civil engineer: Uncertainty and variability of physical systems; analysis of measurement systems; physical modeling and scaling techniques; mathematical and numerical modeling; and the impact of uncertainty on project economics. Both theory and application are presented with a very strong emphasis placed on hands-on exploration. The course requires students to employ their computer skills acquired in CIVL 209 for many assignments.

Lecture: three hours.

CIVL-402—Geotechnical Engineering Laboratory

One Credit Hour

Prerequisites: CIVL-409; Corequisite CIVL-410
Required of all Civil and Environmental Engineering seniors.
Field and laboratory applications of typical methods for determining engineering properties of cohesive and granular soils.
Experimental topics include specific gravity, particle size distribution, clay soil consistency, engineering classification, permeability, compaction, consolidation, *in situ* soil properties, soil boring and sampling techniques, and shear strength parameter determination using unconfined direct, triaxial, vane shear, and penetration apparatus.

Laboratory: two hours.

CIVL-404—Reinforced Concrete Design

Three Credit Hours Prerequisite: CIVL-309

Required of all Civil and Environmental Engineering seniors. Design of reinforced concrete structures using strength design theory. Design of beams, columns, combined stress members, footings, and retaining walls. Comprehensive analysis and design of a building frame and foundation system. Special attention is given to the use of current specifications for design and construction. The use of computer programs to facilitate analysis and design during the comprehensive problem is encouraged. Lecture: three hours.

CIVL-406—Steel Design

Three Credit Hours Prerequisite: CIVL-309

Required of all Civil and Environmental Engineering seniors. Theory and design of steel structures using the load and resistance factor design method. Design of tension and compression members, beams, and columns. Computer solutions are utilized for design shears, moments, and axial loads.

Lecture: three hours.

CIVL-408—Water and Wastewater Systems

Three Credit Hours

Prerequisites: CIVL-315, CHEM-152/162, CIVL-312 Required of all Civil and Environmental Engineering seniors. Introduction to engineering design principles and practices of the collection, transportation, and treatment of water and wastewater.

Lecture: three hours.

CIVL-409—Introduction to Geotechnical Engineering

Three Credit Hours

Prerequisites: CIVL-304, CIVL-315, MATH 231, MATH 234 Required of all Civil and Environmental Engineering Seniors. Introduces the student to the rudiments of theoretical soil mechanics. Topics include engineering uses of soils, laboratory and field determination of soil properties, determination of phase relationships, engineering soil classification, soil-water interaction and seepage flow mechanics, stress effects of loading on soils at depth, and consolidation, compaction, shear strength, and bearing capacity theory.

Lecture: three hours.

CIVL-410—Geotechnical Engineering II

Three Credit Hours

Prerequisite: CIVL-409; corequisite CIVL-402

Required of all Civil and Environmental Engineering seniors. An introductory course in geotechnical analysis and design. Topics include shallow foundations, spread footings, deep foundations, piles and caissons, lateral earth pressure for cohesive and cohesionless soils, slope stability analyses, subsurface investigations, and special topics including such subjects as soil stabilization methods, geotextile applications, liquefaction, etc.

Lecture: three hours.

CIVL-418—Fluid Mechanics Laboratory

One Credit Hour Prerequisite: CIVL-315

Required of all Civil and Environmental Engineering seniors. Accomplishments of laboratory exercises and experiments to illustrate basic concepts of fluid mechanics and to validate empirical formulas used in hydraulic computations. Principal emphasis is on the phenomena associated with closed conduit and open channel flow of water, measurement of velocities, and flow rates and operational characteristics of pumps. A minimum of one experiment will involve the use of the computers to evaluate laboratory data.

Laboratory: two hours.

CIVL-419—Environmental Engineering Laboratory

One Credit Hour Prerequisite: CIVL-408

Required of all Civil and Environmental Engineering seniors. Accomplishment of chemical, physical, and microbiological determinations used in the examination of water and wastewater. Laboratory analysis to evaluate water quality will be performed, such as biochemical oxygen demand, suspended solids, ph, alkalinity, and others. A minimum of one laboratory experiment will involve the use of the computer to evaluate laboratory data. Laboratory: two hours.

Approved Electives:

The following courses are offered on demand. They constitute part of a list of courses (including courses offered by other departments) which are approved by the head of the Department of Civil and Environmental Engineering as satisfying the requirement that each Civil and Environmental Engineering major complete a three-credit-hour technical elective.

CIVL-411—Engineering Management

Three Credit Hours

Prerequisite: Completion of all freshman, sophomore, and junior courses or approval of the department head.

Technique of engineering planning and management using the critical path method (CPM) and program evaluation and review techniques (PERT). Both computer and noncomputer approaches are used. Relationships between owners, A-E's, and contractors are covered with emphasis on proper professional conduct by the engineer.

Lecture: three hours.

CIVL-416—Modeling Civil Engineering Systems

Three Credit Hours

Prerequisites: Completion of required CIVL courses through the junior year or permission of the department head.

Modeling the behavior of a wide range of civil engineering systems using various analytical, computer-based, numerical, and experimental techniques. Introducing the concepts of probabilistic modeling using the Monte Carlo Analysis.

CIVL-421—Subdivision Planning and Design

Three Credit Hours

Prerequisites: CIVL-313, CIVL-302; corequisite: CIVL-408. The elements of planning a subdivision including an introduction to planning, zoning, subdivision requirements, and review procedures; site development including the integrated design of roadways, storm drainage collection/retention/ detention systems, sanitary sewer collection and transportation systems (pumping stations and force mains), potable water systems, and construction cost estimates and specification; and economic analysis with individual student participation in preliminary development of single family, and multifamily projects on 20- to 25-acre tracts of land. Computer applications include use of spreadsheets and CAD.

Lecture: two hours; laboratory: two hours.

Civil and Environmental Engineering Design Electives

Each Civil and Environmental Engineering major must complete one of the following design courses in the spring of the senior year. Each course provides students an opportunity to:

- Function with multi-disciplinary teams
- Identify, formulate, and solve realistic engineering

- problems where economic, environmental, sustainability, and manufacturability are considered
- Understand professional and ethical responsibilities
- Communicate effectively
- Understand the political, global, and social impacts of engineering solutions
- Understand the regulatory review process

CIVL-422—Comprehensive Project Design in Environmental **Engineering**

Three Credit Hours

Prerequisites: Senior standing in Civil and Environmental Engineering, CIVL-313, CIVL-314, CIVL-408.

Application to civil engineering principles, through group studies and lecture, to develop a solution for a comprehensive engineering problem devoted to water resources/environmental engineering.

Lecture: two hours; laboratory: two hours.

CIVL-423—Comprehensive Project Design in Structural Engi-

Three Credit Hours

Prerequisite: Senior standing in Civil and Environmental Engineering

Application of civil engineering principles, through group studies and lecture, to develop a solution for a comprehensive Structural Engineering problem involving other aspects of civil engineering.

Lecture: two hours; laboratory: two hours.

CIVL-424—Comprehensive Project Design in Geotechnical Enaineerina

Three Credit Hours

Prerequisite: Senior standing in Civil and Environmental Engineering

Application of civil engineering principles, through group studies and lecture, to develop a solution for a comprehensive

Geotechnical engineering problem involving other aspects of civil engineering.

Lecture: two hours; laboratory: two hours.

CIVL-425—Comprehensive Design Project in Engineering Practice

Three Credit Hours

Prerequisite: Senior standing in Civil and Environmental Engineering. Site developmental projects require Civil 421 as a prerequiste. Highway transportation projects require Civil 302 as a prerequisite.

Application of civil engineering principles, through group studies and lecture, to develop a solution for a comprehensive problem of general engineering practice involving many aspects of civil engineering.

Lecture: two hours; laboratory: two hours.

CIVL-450—Civil and Environmental Engineering Internship

Three Credit Hours

Prerequisite: Permission of Department Head.

This course gives Civil and Environmental Engineering students real-world experience to complement the classroom education that they have previously received. Interns will learn about the variety of issues facing today's practicing engineer. Interns will spend at least five hours each week working alongside senior-level managers in Charleston area engineering firms or engineering-related regulatory agencies coordinating these activities through the Department of Civil and Environmental Engineering.

CIVL-453—Special Topics in Civil Engineering

Three Credit Hours

Prerquisite: Permission of the Department Head Selected topics in civil engineering. The offering of this course will depend upon the interest of the student, the availability of an instructor, and the approval of the department Head. Since the content of the course may change, a student may repeat the course for credit with consent of the department head. This course can be used if approved for the technical elective.

CIVIL & ENVIRONMENTAL ENGINEERING MAJOR

HOURS REQUIRED FOR GRADUATION: 132 plus the credit hours.

CIVIL ENGINEERING:

TTC First Year	Citadel Third Year
ENG 101/102	CIVL 301/302
CHM 110/111	CIVL 304/327
MAT 140/141	CIVL 305/309
EGR 275/282	CIVL 307/313
EGR 270	CIVL 312/315
Core SS Elective	CIVL 314/ELEC 308
	CIVL 330

TTC Second Year	Citadel Fourth Year
ENG 205/2XX	CIVL 404/402
HIS 101/102	CIVL 408/410
PHY 221/222	CIVL 409/406
MAT 240/242	CIVL 418/419
EGR 285/286	Technical Elective****
EGR 295/296	Civil Engineering Elective
EGR 260	H/SS Elective***

Citadal Fourth Year

All freshman and sophomore level engineering, science, and mathematics courses must be successfully completed prior to enrolling in senior level classes

^{***} To be selected from an approved list of courses in the humanities or social sciences

^{****}Elective to be an approved Engineering or Science course

BS: Electrical Engineering
Department of Electrical and
Computer Engineering
John Peeples: 843.953.5057
john.peeples@citadel.edu

General Information:

In 1941 the Board of Visitors authorized the establishment of a Department of Electrical Engineering at The Citadel. Because World War II intervened, the first electrical engineering degrees were awarded to the class of 1948. The electrical engineering program is offered in two modes—day mode and the two-plustwo evening mode. The day mode is coeducational and open only to members of the South Carolina Corps of Cadets and enlisted active duty students assigned to one of The Citadel's ROTC Departments. The two-plus-two evening mode is coeducational, is open to transfer students and does not require ROTC or Health and Physical Education. Otherwise curricula, faculty, textbooks, laboratory equipment, course content, classrooms, and laboratories are the same for both modes.

The Electrical and Computer Engineering Department is located in Grimsley Hall, a first-tier engineering education facility that provides a great learning environment. Modern, fully equipped laboratories, classrooms, and faculty offices are logically arranged on the third floor. The related Departments of Mathematics and Computer Science, Physics, and Civil and Environmental Engineering are housed adjacent to the department, creating a "micro-campus" of science and technology.

The electrical engineering program is accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET), 111 Market Place, Suite 1050, Baltimore, MD 21202-4102 – Telephone: (410) 347-7700.

Mission:

The mission of the Department of Electrical and Computer Engineering is: To prepare the individual for professional work or for graduate study in the fields of electrical and computer engineering and to provide as many of the elements of a broad education as can be included in a program of professional study leading to the degree of Bachelor of Science in Electrical Engineering.

In addressing its mission, the department strives, through small classes, and hands-on experience in laboratories closely monitored by full-time faculty, to provide an environment highly conducive both to learning and to the development of close student-faculty relationships.

The electrical engineering curriculum places emphasis on a broad liberal education base, a strong background in mathematics and basic sciences, and a logical sequence of electrical and computer engineering courses that provide the breadth and depth necessary

for continuous professional growth in today's technological society. By the end of the junior year, the electrical engineering student normally selects an area of professional emphasis such as computer engineering, control systems, communication systems, electronics, or power systems. Integral to the program is the design component that develops the student's ability to address practical engineering problems. Engineering design problems and concepts are included throughout the curriculum and the experience is capped by a mandatory two-semester senior design course in which the students undertake significant design projects.

Convinced of the great value of practical experience, the department encourages its majors to obtain gainful employment in electrical engineering or a related field for at least one summer, preferably between the junior and senior years.

Admission Requirements:

- 1. Complete the designated courses with Trident Technical College with a grade of C or higher.
- 2. Maintain a minimum 2.0 GPA.
- 3. Receive a letter of transmittal from their Trident 2 + 2 advisor.
- Complete a formal application to enter The Citadel's College of Graduate & Professional Studies. There is no application fee.

Program Requirements: Two-Plus-Two Evening Mode

The Citadel through the College of Graduate and Professional Studies offers an undergraduate Bachelor of Science degree in Electrical Engineering (BSEE). This program is offered in cooperation with Trident Technical College where the student completes the first two years of study. The junior and senior years of study are completed at The Citadel by attending evening classes. The program is designed and offered to enable the full-time student to complete the upper two years of the program and receive a BSEE within two academic years and two summers.

Program Objectives:

The Department of Electrical and Computer Engineering's program of study is designed to:

- Provide a quality engineering education by offering a cohesive set of sequenced courses designed around a strong core curriculum that provides the breadth and depth required to practice engineering in a technological society within the electrical and computer engineering disciplines.
- Provide a solid foundation in the basic sciences, mathematics, and engineering topics, and in the application of these sciences to the solution of practical engineering problems.
- Provide a program that stresses oral and written communication skills as well as those computer skills required of engineers in a technological society.
- Attract and retain qualified electrical and computer engineering students.

- Provide up-to-date laboratory equipment so that our graduates are familiar with the capabilities, application, and operation of the equipment currently used in engineering analysis, design, and research environments.
- Provide an environment that encourages creativity, fosters the need and desire for life-long learning, and promotes the awareness of contemporary issues facing society.
- Provide a program that strengthens leadership and teaming skills.

Electrical Engineering Program:

The electrical engineering educational experience begins in the freshman engineering fundamentals courses, ELEC 104 and ELEC 105. These freshman courses develop basic skills and good teamwork habits through team case studies requiring the communication of creative ideas. The study of electrical engineering topics in the sophomore year includes 6 credit hours of electric circuit analysis, 3 credit hours of digital logic and circuits, 1 credit hour of electrical laboratory, and 3 credit hours of computer applications in the field. Theory is combined with application, demonstration, and experimental verification. In addition, the first two years include 19 credit hours of mathematics, 8 credit hours of chemistry, 8 credit hours of physics, and 18 credit hours of English and history to provide the foundation necessary for an engineering education.

The junior year requires a total 21 credit hours of electrical engineering course work. Breadth of coverage is provided by courses in linear system analysis, electronics, systems (automatic controls), digital systems, electromagnetics, and electromechanical energy conversion. Many of these courses include engineering design problems drawn from the experience of the faculty. First semester juniors complete their sixth mathematics course, MATH 335 (Applied Mathematics II), providing coverage of mathematical topics required in upper division electrical engineering courses. The junior year includes a single elective course that must be technical in nature but outside the mainstream of electrical engineering.

The senior year provides depth in electrical and computer engineering by requiring five out of a specified set of 400-level electrical engineering elective courses and at least one approved Computer Science elective. The elective courses are ELEC 401 (Electronics II), ELEC 403, (Electric Power Systems), ELEC 405 (Electrical Measurements) and ELEC 415 (Electrical Measurements Laboratory), ELEC 407 (Systems II), ELEC 413 (Advanced Topics in Electrical Engineering) ELEC 414 (System Simulation), ELEC 416 (Communications Engineering), ELEC 418 (Advanced Digital Systems), ELEC 419 (Computer Network Architecture), ELEC 423 (Digital Signal Processing), ELEC 424 (Solid-State Devices), ELEC 425, (Interference Control in Electronics), ELEC 426 (Antennas and Propagation) and CSCI 420 (Software Engineering). These electives provide the student the opportunity to pursue an area of interest. While narrow specialization is neither possible nor desirable at the undergraduate level, these three-credit electives provide depth in both design and theory in their specialized areas. Below are several examples of possible areas of concentration available to the student.

Computer Engineering

CSCI 223 Data Structures

CSCI 420Software Engineering

ELEC 418 Advanced Digital Systems

ELEC 419 Computer Network Architecture

ELEC 423 Digital Signal Processing

ELEC 416 Communications Engineering

Power Engineering

CIVL 310 Statics and Mechanics of Materials For Non-

Civil Engineers

ELEC 307 Nuclear Engineering

ELEC 403 Electric Power Systems

ELEC 407 Systems II

ELEC 405 Electrical Measurements

ELEC 415 Electrical Measurements Laboratory

ELEC 426 Antennas and Propagation

Communications

PHYS 308 Optics

ELEC 401 Electronics II

ELEC 416 Communication Engineering

ELEC 419 Computer Network Architecture

ELEC 423 Digital Signal Processing

ELEC 426 Antennas and Propagation

Electronics

PHYS 410 Thermodynamics

ELEC 401Electronics II

ELEC 418 Advance Digital Systems

ELEC 423 Digital Signal Processing

ELEC 424 Solid State Devices

ELEC 405 Electrical Measurements

ELEC 415 Electrical Measurements Laboratory

Electrical Engineering Design Experiences

Engineering design is distributed throughout the electrical engineering curriculum. Introduction to the design process and the initial design experience occur in the freshman courses, ELEC 104 and ELEC 105. The engineering profession and the ethical responsibilities of professional engineers are discussed. Design problems are posed that require little or no in-depth engineering knowledge. For example, a first design problem might ask the student to design a dormitory room workplace. Functionality, aesthetics, and cost of implementation are a few of the issues to be considered. Case studies are assigned that provide an opportunity for the students to work in teams. The emphasis is on the synthesis of a product that meets broad requirements. The students are introduced to the concept of design in which there is no single right answer and where there are relatively few limits placed on the creative process.

Techniques of analysis, synthesis, iteration, and approximations are studied in the sophomore and junior electrical engineering courses. Specialized design exercises are used to illustrate the use of these techniques in the areas of circuits, systems, electronics, electric machines, and digital circuits and systems.

The senior year provides the opportunity for the student to begin to focus on design techniques in a particular area of interest through the choice of at least five senior electrical engineering elective courses. Examples range from the use of a load flow program to determine operational conditions of a small power system in a contingency situation (ELEC 403), to the design of a state estimator (ELEC 407), to the design and implementation of digital filters (ELEC 423).

The design experience culminates in the required senior design courses, ELEC 421 and ELEC 422. This two-semester design sequence provides students the opportunity to work on a project of interest and provides the faculty the opportunity to guide students in their first major design experiences and emphasize once more the various constraints that may come into play in a design. The students are taught several different structured design approaches. Project definition and documentation are stressed. Design teams of three to four students are formed at the beginning of the first semester. Students are intructed on various practical aspects of design, such as layout considerations, safety, functionality, and documentaion of design.

The student design teams select and propose a major design project to be completed by the end of second semester. They must enlist a faculty project advisor to guide their project. At the end of the first semester the design teams present their design proposals (written and oral) that include their preliminary design (block diagram level), a schedule for the following semester, and a cost estimate. In the second semester, the teams do the detailed design, and build, test, refine, demonstrate, and document their design projects. In addition to the technical aspects, project management and presentation techniques are taught and applied. A detailed project specification is developed and placed under tight change control. Financial and scheduling aspects of the project are tracked. A final presentation in both written and oral form is required at the end of the semester, along with a working demonstration.

Required program for 2+2:

Lower two years of study offered at Trident Technical College.

TTC First Year ENG 101/102 CHM 110/111 MAT 140/141 HIS 101/102 ECE 201/EGR 273 EGR 275/MAT 132

TTC Second Year ENG 205/2XX

PHY 221/222

MAT 240/242

ECE 221/222

EGR 270/ECE 205

Citadel Third Year

ELEC 311/312

ELEC 309/ELEC 316

MAT 335/ELEC 330

ELEC 306/318

ELEC 313/301 and 302

ELEC 314/XX Technical Elective

Citadel Fourth Year

ELEC 421/422

HUM/SOC SCI ELEC **

ELEC 412/4XX *

ELEC 4XX/4XX *

ELEC 4XX/4XX *

Credit hours required for graduation: 128 for evening students

XX Technical Electives: One of the following courses: Nuclear Engineering, ELEC 307; Optics, PHYS 308; Thermodynamics, PHYS 410; Statics and Mechanics of Materials For Non-Civil Engineers, CIVL 310; Data Structures, CSCI 223; Engineering Management, CIVL 411;

**Advanced humanities or social science courses.

*Approved Departmental Electives must be selected from among the following courses: ELEC 401, ELEC 403, ELEC 405, ELEC 407, ELEC 413, ELEC 414, ELEC 415, ELEC 416, ELEC 418, ELEC 419 ELEC 423, ELEC 424, ELEC 425, ELEC 426 and CSCI 420 Note: ELEC 405 and ELEC 415 must be taken together

Note: ELEC 413 Advanced Topics in Electrical Engineering is offered only occasionally. The Engineering science and engineering design credits are a function of the topics studied.

List of Courses:

ELEC 104 Engineering Fundamentals I

One Credit Hour

Required of electrical engineering freshmen.

An introduction to the engineering profession, branches and functions of engineering, professional ethics, and the role of engineers in society. Fundamentals of engineering problem solving and the use of calculators and computers as tools to aid in problem solving.

Lecture: one hour. Laboratory: one hour.

ELEC 105 Engineering Fundamentals II

Two Credit Hours

Required of electrical engineering freshmen.

Continuation of Engineering Fundamentals I to include the introduction of subject areas common to most engineering disciplines, such as mechanics, energy, engineering economy, electrical theory, and material balance. Introduction to the design process to include preliminary design team exercises. Lecture: two hours.

ELEC 201 Electric Circuit Analysis I

Three Credit Hours

Prerequisites for ELEC 201: MATH 131 or permission of the department head to allow it as a co-requisite; prerequisite or corequisites: ELEC 104, PHYS 221/271.

ELEC 202 Electric Circuit Analysis II

Prerequisites for ELEC 202: MATH 132 or permission of the department head to allow it as a co-requisite, a grade of "C" or better in ELEC 201; prerequisite or co-requisites: ELEC 105, ELEC 204, ELEC 206.

Required of electrical engineering sophomores.

Basic electrical elements and sources, Ohm's and Kirchhoff's Laws, techniques of DC circuit analysis, sinusoidal analysis and phasors, power, three-phase circuits; and transient response of simple circuits, uses of SPICE to aid circuit analysis.

Lecture: three hours, two semesters.

ELEC 204 Electrical Laboratory

One Credit Hour

Prerequisites or co-requisite: ELEC 202 or ELEC 308, ELEC

206.

Required of electrical engineering sophomores.

An introduction to the experimental method in electrical engineering. Laboratory exercises are designed to supplement the material presented in ELEC 201 and ELEC 202.

Laboratory: two hours.

ELEC 206 Computer Applications for Electrical Engineers

Three Credit Hours

Prerequisites or co-requisite: ELEC 202 or ELEC 308

Required of electrical engineering sophomores.

The computer is presented as a tool for the solution of electrical engineering problems. High level language programming of computers; the use of application programs for the study of electrical circuits in the time and frequency domains; data manipulation, data plotting, and equation solving using application programs such as MATLAB.

Lecture: three hours.

ELEC 301 Linear Systems Laboratory

One Credit Hour

Prerequisite ELEC 204, ELEC 309

Corequisite: ELEC 312

Required of all electrical engineering juniors. A laboratory

course to accompany ELEC 312.

Laboratory: two hours.

ELEC 302 Electrical Machinery Laboratory

One Credit Hour

Prerequisite or corequisite: ELEC 316 Required of electrical engineering juniors. A laboratory course to accompany ELEC 316.

Laboratory: two hours.

ELEC 306 Electronics I

Three Credit Hours

Prerequisites: ELEC 204, ELEC 206 with a grade of "C" or better in ELEC 202; prerequisite or corequisite: ELEC 313 $\,$

Required of all electrical engineering juniors.

Characteristics of solid-state devices, theory and design of low-frequency amplifiers, transistor biasing and stabilization, design of multistage and feedback amplifiers utilizing bipolar and MOS devices.

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Lecture: three hours.

ELEC 307 Nuclear Engineering

Three Credit Hours

Prerequisites: CHEM 152/162, PHYS 222/272

An introduction to the theory and application of nuclear energy. Topics include fission and the chain reaction; nuclear fuels; nuclear reactor principles, concepts, examples, construction, operation, and ecological impact; heat transfer and fluid flow;

radiation hazards and shielding; nuclear propulsion; and controlled fusion.

Lecture: three hours.

ELEC 308 Elements of Electrical Engineering

Three Credit Hours Prerequisite: MATH 132

Required of civil engineering juniors.

Fundamental electrical concepts and units; basic laws of electrical circuits; equivalent circuits; DC and steady-state AC circuit analysis; and effective current, average power, and three-phase

power.

Lecture: three hours.

ELEC 309 Linear Systems Analysis

Three Credit Hours

Prerequisites: ELEC 204, ELEC 206, MATH 234, with a grade of "C" or better in ELEC 202; prerequisites or co-requisites: MATH 335 Required of electrical engineering juniors. The study of continuous and discrete systems utilizing Laplace, Fourier, and z-transform theory.

Lecture: three hours.

ELEC 311 Digital Logic and Circuits

Three Credit Hours

Introduction to Boolean algebra; digital data coding; digital arithmetic; design of combinational and sequential circuits; design, construction and evaluation of digital circuits using industry-standard digital integrated circuits. Employs HDL and other S/W design tools.

Lecture: three hours.

ELEC 312 Systems I

Three Credit Hours
Prerequisites: ELEC 309
Co-requisites: ELEC 301

Required of electrical engineering juniors.

An introduction to feedback control systems, system

representation, stability, root-locus and frequency response, and

compensation. Lecture: three hours.

ELEC 313 Electronics Laboratory

One Credit Hour

Prerequisite: ELEC 204, ELEC 206, with a grade of "C" or

better in ELEC 202. Co-requisite: ELEC 306

Required of electrical engineering juniors.

Experimental studies coordinated with the subjects introduced in

ELEC 306.

Laboratory: two hours.

ELEC 316 Electromechanical Energy Conversion

Three Credit Hours

Prerequisite: ELEC 309, or consent of the department head;

prerequisite or co-requisite: ELEC 302 Required of electrical engineering juniors.

Analysis of transformers; fundamentals of electromechanical energy conversion; and study of DC, induction, and synchronous machines.

Lecture: three hours.

ELEC 318 Electromagnetic Fields

Three Credit Hours

Prerequisites: ELEC 204, ELEC 206, PHYS 222/272, MATH 234, MATH 335, with a grade of "C" or better in ELEC 202.

Required of electrical engineering juniors.

Static and magnetic fields; experimental laws and their relation to Maxwell's equations; Laplace and Poisson's equations; boundary value problems; and time varying fields, plane waves, and transmission line phenomena.

Lecture: three hours.

ELEC 330 Digital Systems Engineering

Three Credit Hours Prerequisite: ELEC 311

Required of electrical engineering juniors.

Characteristics, specifications, and design of digital systems; analysis and synthesis of sequential circuits; microprocessor

interfacing. Design projects required.

Lecture: three hours.

ELEC 401 Electronics II

Three Credit Hours

Prerequisite: ELEC 306, ELEC 313

Characteristics and applications of modern linear and digital integrated circuits. CMOS digital logic, differential amplifiers,

power amplifiers, oscillators and filter circuits.

Lecture: three hours.

ELEC 403 Electric Power Systems

Three Credit Hours

Prerequisites: ELEC 316, and ELEC 318

A study of electrical power generation, transmission, and distribution; load flow, faults, system stability, and system

economics. Design project required.

Lecture: three hours.

ELEC 405 Electrical Measurements

Two Credit Hours

Prerequisite: Any two 300-level electrical engineering laboratory courses; prerequisite or corequisite: ELEC 415.

An introduction to modern electrical instrumentation and measurements. Topics include: measurement theory, analog and digital signal conditioning, noise, transducers, instrumentation system design, digital interfaces, and computer based

instrumentation and measurements..

Lecture: two hours.

ELEC 407 Systems II

Three Credit Hours Prerequisite: ELEC 312

A continuation of Systems I with primary emphasis on digital control systems. Topics include: state-variable analysis, simulation techniques, controllability, state-variable feedback, observability, and state estimator design.

Lecture: three hours.

ELEC 412 Applied Probability and Statistics for Engineers

Three Credit Hours

Prerequisites: MATH 231, ELEC 206

Required for electrical engineering majors. Application of the theory of probability and statistics in modeling random phenomena and signals; in the calculation of system responses; and in making estimates, inferences and decisions in the presence of chance and uncertainty. Applications will be studied in areas such as communications, power systems, device modeling, measurements, reliability, and quality control.

Lecture: three hours.

ELEC 413 Advanced Topics in Electrical Engineering

Three Credit Hours

Advanced topics in electrical engineering. Offered occasionally when the special interests of students and faculty coincide. The syllabus must be approved by the Electrical Engineering Faculty. This course may be taken only once for credit.

Lecture: three hours.

ELEC 414 System Simulation

Three Credit Hours Prerequisite: ELEC 312

An introduction to system concepts, mathematical models of systems, and simulation methods applied to a broad range of

systems. Design project required.

Lecture: three hours.

ELEC 415 Electrical Measurements Laboratory

One Credit Hour

Prerequisite or corequisite: ELEC 405

A laboratory course to complement ELEC 405.

Laboratory: two hours.

ELEC 416 Communications Engineering

Three Credit Hours

Prerequisites: ELEC 330, ELEC 306, ELEC 312, and ELEC 318 Principles of amplitude, frequency, and pulse modulation; signal flow and processing in communications systems; and analog and digital communication systems.

digital communication

Lecture: three hours.

ELEC 418 Advanced Digital Systems

Three Credit Hours Prerequisite: ELEC 330

Experience in advanced digital design techniques and exposure to the development tools used in the design of advanced digital systems. Topics include the design of digital systems using VHDL,

industry standard FPGA devices and software, and

microprocessor hardware components.

Lecture: three hours.

ELEC 419 Computer Network Architecture

Three Credit Hours Prerequisite: ELEC 311

This course will cover network architecture and protocols. Included are transmission technologies, encoding/decoding schemes, packet switching, frame relay, ISDN, ATM and

performance modeling techniques.

Lecture: three hours.

ELEC 421 Design I

Three Credit Hours

Prerequisites: ELEC 302, ELEC 306, ELEC 312, ELEC 316, ELEC 330 and ELEC 318 or consent of the department head. Required of electrical engineering seniors.

Initiation, design, scheduling, documentation and reporting on a major design project. Normally accomplished by students working in small groups. All students will make written and oral presentations on their contribution to the project. Financial, legal, ethical, societal, regulatory, environmental, manufacturability, and quality issues will be discussed and will constrain the designs as appropriate.

Lecture: one hour; laboratory: four hours.

ELEC 422 Design II

Three Credit Hours

Prerequisite: ELEC 421 taken the preceding semester. Required of all electrical engineering seniors.

Continuation of the major design project begun in ELEC 421. Project implementation, documentation, and reporting. Normally to be accomplished by students working in the small groups formed in ELEC 421. The impact of the practical, societal, and governmental issues raised in ELEC 421 will be assessed. Each student will make written and oral presentations on their contributions to the project. A prototype demonstration and presentation of final results in a symposium format is required.

Lecture: one hour; laboratory: four hours.

ELEC 423 Digital Signal Processing

Three Credit Hours

Prerequisite: ELEC 312, ELEC 330

Introduction to the characteristics, design, and applications of discrete time systems using digital signal processors. Discrete time Fourier Transforms, FIR and IIR systems, and the design of FIR and IIR filters.

Lecture: three hours.

ELEC 424 Solid-State Devices

Three Credit Hours

Prerequisites: ELEC 306, and ELEC 318

Basic principles governing the operation of solid-state devices are developed from fundamental concepts. P-N junction theory is developed and applied to the analysis of devices such as bipolar transistors, solar cells, detectors, and photo devices. The theory of field-effect devices is developed.

Lecture: three hours.

ELEC 425 Interference Control in Electronics

Three Credit Hours

Prerequisites: ELEC 309, ELEC 318, ELEC 330.

An introduction to the control and measurement of interference between electronic devices. Analysis methods and practical design techniques to minimize both radiated and conducted emissions and susceptibility. Enhancing signal integrity in high-speed circuits and reducing crosstalk. Laboratory exercises and demonstrations will be used to reinforce the material.

Lecture: three hours.

ELEC 426 Antennas and Propagation

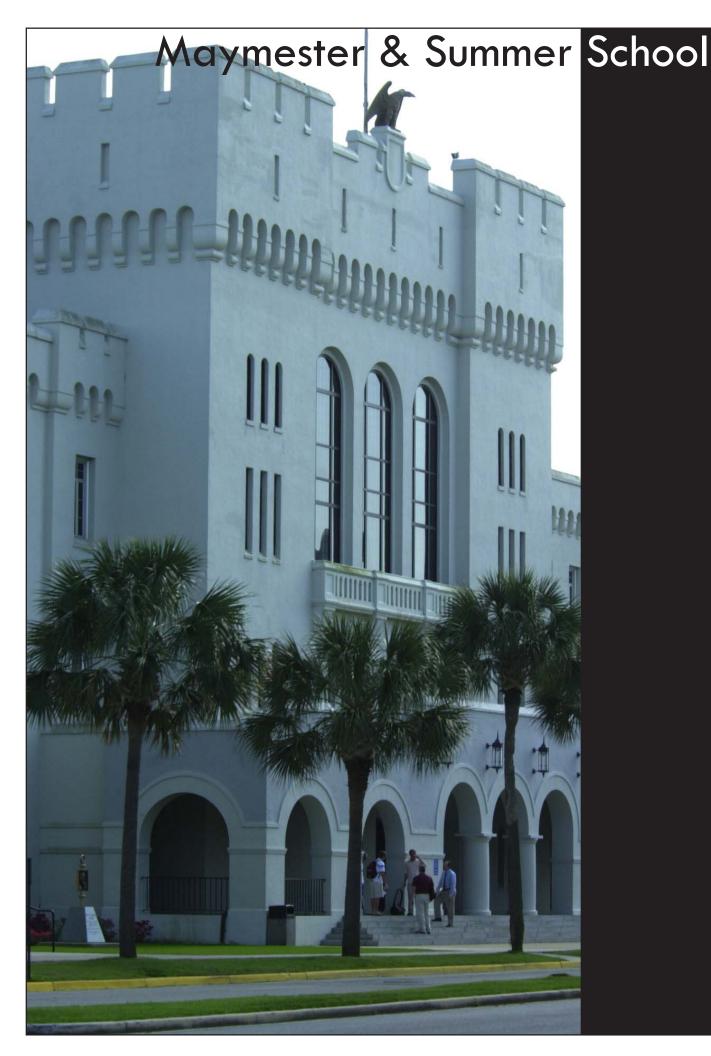
Three Credit Hours

Prerequisites: ELEC 318

Transmission, radiation, and propagation of electromagnetic waves by means of transmission lines, waveguides, optical fibers,

and antennas. Design project required.

Lecture: three hours.



Maymester and Summer School

The Citadel's Maymester and Summer School is a component part of the College of Graduate and Professional Studies (CGPS) which has the responsibility for coordination and administration of all aspects of The Citadel's graduate and undergraduate summer school programs. The operation of Maymester and Summer School is the responsibility of the Associate Dean of the College of Graduate and Professional Studies and is administered under the guidelines established in coordination with the Provost and the Commandant. The operation encompasses all aspects of college administration.

Students enrolled in the Maymester or Summer School and not living in the barracks are the administrative and disciplinary responsibility of the Provost. Cadets enrolled in Maymester or Summer School and non-cadets living in the barracks are the responsibility of the Commandant.

Administrative Regulations

Admissions—Admission to the Maymester and Summer School does not constitute admission to the regular academic session of The Citadel.

Undergraduate students seeking initial admission to the Maymester and Summer Sessions at The Citadel must complete an application and pay the application fee. High school or college transcripts are not required for enrollment in summer school. Rising high school seniors may be admitted on the basis of written recommendations from their high school guidance counselor or principal. Rising high school seniors may enroll in a maximum of two freshman level courses.

Graduate Students enrolled in summer school must go through the admissions procedure outlined in the catalog of the College of Graduate and Professional Studies. Admission to the program and enrollment in courses are governed by the policies outline for the program to which the student applies. Students enrolled in graduate courses in the summer session are classified as "Graduate Students."

Registration—Registration for all students, graduate and undergraduate, enrolled in Maymester or summer sessions at The Citadel is performed in the office of the College of Graduate and Professional Studies located in Bond Hall. Admission and registration may be conducted in one of three ways:

- 1) Student may come into office and complete the application/registration procedure,
- 2) Student may mail or fax in an application/registration form.
- 3) Returning Students may register through PAWS on the internet.

The dates and times for all registration are published in the annual "Schedule of Classes for Summer School." Summer School registration is not complete until all fees are paid. Students may not attend class until they are completely registered. Completed registrations will be honored on a first come, first served basis.

Fees

The fee schedule for the summer school is established by the Vice President for Finance and Business Affairs in consultation with appropriate officers of The Citadel as approved by its Board of Visitors. The fee schedule is published in the "Schedule of Classes for Summer School" to which each student has access before registering. The College reserves the right to adjust fees to meet the current costs of operation should it become necessary. While students may register by a published date and be invoiced for payment, all fees are due and payable by the date published in the "Schedule of Summer School Classes." As indicated in the published schedule, credit cards, money orders, checks, student loans, and cash are accepted for fee payment. No fees are refunded after the first week of summer classes. The last date to receive a refund is indicated in the published Summer School Calendar. It is the responsibility of the student to obtain the appropriate form from the office of Graduate and Professional Studies to initiate a refund.

Books and other supplies may be purchased at the Cadet Store or The Citadel Gift Shop on a cash basis.

Vehicle Registration

Ample lighted and secure parking is available on campus for all summer school students. All automobiles parked within The Citadel gates are required to have a parking decal. The decals are obtained in person in the Public Safety Office. The fee for the parking decal is published in the "Schedule of Classes for Summer School." The parking fee covers all sessions of summer school. Very limited parking is available for motorcycles on a first come, first served basis at the Lesesne Gate of The Citadel. All motorcycles must have The Citadel parking decal also. Two and three wheeled motorized vehicles may not be operated on campus.

Students may park at their own risk on the public streets surrounding The Citadel without purchasing a Citadel parking decal.

Housing

Housing in barracks is available to any student enrolled in classes at The Citadel during Maymester or a summer session. However, it is not mandatory for any student to live on campus during Maymester and summer sessions. The "Schedule of Summer Classes" provides information on the cost of living in barracks housing.

Dining

Coward Hall, The Citadel Dining Hall, will provide three meals a day during the three summer sessions to any interested student who pays for meal tickets. Students living in the barracks are required to purchase meal tickets in The Citadel Dining Hall. All other summer school students, graduate or undergraduate, may

obtain noon meal tickets for the established fee indicated in the "Summer Schedule of Classes." Meal tickets for 3 meals a day are also available to all interested students not living in the barracks. Individual meal tickets will not be sold. All students may purchase snacks and light meals in the Canteen in Mark Clark Hall. Student Identification Cards—Summer school students attending on-campus courses are required to have a Citadel identification card. The identification cards are obtained at registration in the Office of the College of Graduate and Professional Studies. This card is necessary for using The Citadel and area consortium libraries.

Student Activities

Campus recreational facilities are available to students enrolled in summer school classes upon payment of the activity fee. These facilities include the Deas Hall weight room, racquet ball courts, swimming pool, and gymnasium; tennis courts, track, and The Citadel Beach House located on the Isle of Palms. Students must show The Citadel identification card to use the facilities.

Senior Citizens

Persons over age 60 who meet admission requirements and are not employed full time may register for courses on a "space available" basis with no credit hour fee charged. All other fees must be paid.

Student Conduct

All students enrolled in summer classes are expected to conduct themselves in accordance with the Summer School Policies which is based on college regulations. A copy of regulations for non-cadets during the academic year and all students, including cadets in Maymester and Summer School, is available to each student in the Office of the College of Graduate and Professional Studies. Students should pick up a copy when they register for classes.

Academic Integrity Poloicy and Procedures

The following academic integrity policy is in effect for non-cadet students for fall and spring semester and all students including cadets in Maymester and summer school.

Absolute integrity is expected of every Citadel student in all academic undertakings. Academic integrity is grounded on the concept of honesty with respect to the intellectual efforts of oneself and others. A student's submission of work for academic credit indicates that the work is the student's own. Students are responsible for knowing what constitutes violations of the Academic Integrity Policy. Examples of violations of the Academic Integrity policy include, but are not limited to the following:

- plagiarizing or representing the words, ideas, or information of another person as one's own without documentation;
- Giving or receiving prior to an examination any unauthorized information concerning the content of that examination;

- Using, without authorization of the instructor, notes, books, prompts, or other materials, or receiving verbal assistance to aid in answering questions on an examination;
- Giving or receiving substantive aid during the course of an examination;
- Asking or permitting another person to take a test or engage in other academic work; or taking a test or engaging in academic work for another, whether voluntarily or for hire, in conjunction with class work or for admissions purposes;
- Violating personal property rights (for example, stealing or attempting to steal tests, keys, or grade books);
- Fabricating data in support of laboratory or field work;
- Engaging in other acts of academic misconduct. While academic integrity is a shared responsibility, it is incumbent upon the student to abide by the academic integrity requirements. It is the responsibility of the faculty member to inform the student of any atypical academic integrity requirements.
- 1. When a faculty member suspects or has been informed that a student may have violated the Academic Integrity Policy, the faculty member should inform the student in writing within ten working days of discovery. Some situations may require more time; however in no case should this written notification be delayed by more than one month. Written notification should include the allegation and a suggested time, place and date for a meeting of the student, the professor, and Department Head or Associate Dean of the school in which the allegation is the Department Head or Associate Dean of the school in which the alleged violation took place, the meeting should include the student, the faculty member, and Dean of that school.
- 2. After this meeting, if the faculty member decides that no violation occurred, the matter will be dropped. If the faculty member decides that a violation has occurred but that only a grade penalty is warranted, the student may be assigned an "F" for the work in question, or, in more serious cases, an "F" in the course. If it is determined that a more serious penalty is warranted, or if the student does not accept the grade penalty offered, the accusation will be remanded to the Dean of the school in which the alleged violation occurred. If that Dean participated in the meeting with the faculty member and the students, the matter is referred to the Associate Vice President for Academic Affairs.
- 3. Upon receiving the allegation, the Dean of the school where the alleged violation occurred or the Associate Vice President for Academic Affairs will appoint a three member hearing board comprised of two faculty members from outside the program of the accused student and a currently enrolled CGPS student of the same student classification, but outside the program of the accused student. The hearing will be convened within two weeks from the date the hearing board receives the case. If circumstances preclude meeting this deadline, the accused will be so informed in writing. A minimum of seven days notice will be provided the student prior to the hearing. The accused student may be advised by another student or member of the permanent faculty or staff, not to exceed two. Legal counsel is not allowed. The student and/or the student's representative may crossexamine all witnesses and the accuser. A tape recording of the

hearing, which will be closed, will be made. Upon conclusion of the hearing, the hearing board will vote and report its findings and recommendation to the Dean of the school in which the alleged violation occurred or the Associate Vice President for Academic Affairs.

4. Upon reviewing the recommendation, the Dean of the school where the alleged violation occurred or the Associate Vice President for Academic Affairs will either exonerate the student; impose a sanction less than suspension, dismissal or expulsion; or recommend a sanction of suspension, dismissal, or expulsion to the Provost/Dean of the College. If the sanction is not suspension, dismissal, or expulsion, the student may appeal this sanction to the Provost/Dean of the College who makes the final decision. If the sanction is for suspension, dismissal, or expulsion, the Provost/Dean of the College will review the case and the process that has been followed and make the decision on removal of the student from The Citadel for a violation of academic integrity. The student may appeal that decision to the President.

APPEALS OF VIOLATIONS OF ACADEMIC INTEGRITY

Students who have been found guilty of a violation of academic integrity where the punishment is suspension, dismissal, or expulsion shall be entitled to petition an Academic Integrity Board of Review to hear an appeal provided the petition is submitted to the Office of the President within five working days after receiving notice of the findings of the Provost, the appeal is based. An Academic Integrity Board of Review is established by the President. An Academic Integrity Board of Review will consist of a dean, who serves as chair; a department head; a senior member of the faculty; and a non-voting recorder. Once established, an Academic Integrity Board of Review will be furnished the record of the original proceedings and will evaluate the petition of appeal to determine if any of these grounds have been met:

- 1. new evidence has been found since the individual was found guilty;
- 2. the individual's rights were not protected;
- 3. there was a procedural error during the trial.

If after considering the petition of appeal, the Academic Integrity Board of Review determines that the request for appeal sets forth reasonable grounds for appeal and agrees to hear the appeal, the accused student and advisor will be present during the formal portion of the hearing, which will be taped. Oral arguments from the student or advisor will be heard and will normally be limited to 30 minutes each. In addition, the student or advisor will have the opportunity to question any witnesses called by the Academic Integrity Board of Review. The formal appeal hearing will be taped, and the tape will become part of the record of the Academic Integrity Board of Review. The findings of the Academic Integrity Board of Review will be transmitted to the President in the form of sealed, confidential written recommendations, with appropriate justifications.

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Mr. J. Stannard Hurteau

Executive Director, The Citadel Brigadier Foundation,
Inc.

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Director of Library Services

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Director of Community Affairs/Special Assistant for
Governmental Affairs

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Director of Institutional Research

Major Robert Pickering

Director of Office of Multicultural Student Services and International Studies

Colonel Hedy C. Pinkerton, USAF, Retired

Assistant Commandant for Administration and Coedu cation

Lieutenant Colonel John W. Powell, Jr.

Director of Admissions

Colonel George W. Powers, USA, Retired

Assistant Commandant of Operations and Training

Colonel Jack Wright Rhodes

Director of Honors Program

Mr. Michael F. Rogers

Director of Alumni Affairs and Career Services/Executive Director of The Citadel Alumni Association

Ms. Ann T. Ronayne

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Executive Director, The Citadel Foundation

Ms. Diana L. Shoaf

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Mr. Brent A. Stewart

Director of Career Services Center

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Auxiliary Activity Directors

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Manager, Printing Services

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Mrs. Teresa Corbett-Miller

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Manager, Laundry and Dry Cleaning

Mr. Ricardo Gutierrez

Manager, Tailor Shop

Mrs. Vera W. Mims

Manager, Canteen Activities

Mr. Kenneth Woodruff

Manager, Cadet Store

Faculty

James Alexander Grimsley Jr., Major General, USA, Retired

B.S. in Business Administration, The Citadel; M.A. in International Affairs, George Washington University;

D.Hum, Francis Marion College and The Citadel

President Emeritus

Donald A. Steven

B.Mus., McGill University; M.F.A., Ph.D., Princeton

University

Professor of Education; Provost and Dean of the

College

Saul Joseph Adelman

B.S., University of Maryland; Ph.D., California Institute of

Technology

Professor of Physics

James Michael Alford, Colonel, USAF, Retired

B.S., United States Naval Academy; MSIE, University of

Oklahoma; Ph.D., University of Georgia

Professor of Business Administration

David Gordon Allen

B.A., Assumption College; M.A., Ph.D., Duke University Professor of English

Ryan A. Allen

B.A., Marshall University; M.Ed., The Citadel; Ph.D., Ball

State University

Assistant Professor of Psychology

Jennifer L. Altieri

B.S., Bowling Green State University; M.Ed., University of Houston; Ph.D., Texas A & M University
Associate Professor of Education

Elba Magally Andrade

Licenciatura Ciencias Sociales e Historicas, Universidad de Chile; M.A., Ph.D., University of California, Irvine Associate Professor of Modern Languages

Harold William Askins, Jr.

B.S., The Citadel; M.S., Clemson University; Ph.D., Purdue University; P.E. (South Carolina)

Professor of Electrical and Computer Engineering

Juan Whangbai Bahk

B.A., The Hankuk University of Foreign Studies; M.A., Ph.D., The University of New Mexico Professor of Modern Languages

Michael Baker Barrett, Brigadier General, USAR

B.A., The Citadel; M.A., Ph.D., University of Massachusetts Associate Professor of History

Robert Barsanti, Jr.

B.S., Polytechnic Institute of New York; M.S., Ph.D., Naval Postgraduate School Associate Professor of Electrical and Computer Engi-

neering

Mark Alan Bebensee

B.A., Millsaps College; M.A., Ph.D., Duke University Associate Professor and Associate Dean of Business Administration

Joel Carl Berlinghieri

B.S., Boston College; M.S., Ph.D., University of Rochester Professor of Physics

Jennifer Bernstein

B.A., New York University; M.A., Lehman College (CUNY); Ph.D., The Graduate Center of the City University of New York (CUNY)

Assistant Professor of English

Jane Carol Bishop

B.A., Vassar College; M.Phil., Ph.D., Columbia University Associate Professor of History

James Randal Blanton

B.S., Indiana State University; Ph.D., Texas A&M University

Professor and Head, Department of Chemistry

William Paul Bloss

B.S., University of Houston-Downtown; M.A., Ph.D., Sam

Houston State University
Associate Professor of Criminal Justice

Cynthia Elaine Bolt

B.S., M. Tax., University of North Carolina, Chapel Hill Associate Professor of Business Administration

Kevin C. Bower

B.S., Ohio University, M.S. and Ph.D., The University of Akron

Assistant Professor of Civil and Environmental Engineering

Thomas Clark Bowman

B.A., Marietta College; M.A., Ohio University; Ph.D., Arizona State University Associate Professor of Biology

Kenneth Paul Brannan

B.C.E., M.S., Auburn University; Ph.D., Virginia Polytechnic Institute and State University; P.E. (Alabama, South Carolina)

Professor and Head, Department of Civil and Environmental Engineering

Patrick Ray Briggs

B.A., California State University, Sacramento; Ph.D., University of Kansas Associate Professor of Physics

Kathy LaBoard Brown

B.A., Brooklyn College; M.S., City College of New York; Ed.S., The Citadel; Ed.D., South Carolina State University Associate Professor of Education

Stacy Denice Brown

B.S., University of Tennessee; Ph.D., University of Georgia Assistant Professor of Chemistry

Jerald M. Bullock

B.S., William Carey College; M.Ed., Ed.D., University of Georgia

Associate Professor of Education and NCATE Coordinator

Licia Morrow Calloway

A.B., Duke University; M.A., Ph.D., University of Michigan Assistant Professor of English

Elizabeth Wall Carter

B.A., Agnes Scott College; MLS, Emory University Associate Professor of Library Science and Information Services Librarian

Harrison S. Carter

B.S., Georgia Southern College; M.S., United States International University; Ph.D., University of Georgia; Institute for Educational Management, Harvard University

Professor of Business Administration

John Stewart Carter

B.S., Oklahoma State University; M.Ed., The Citadel; Ph.D., University of South Carolina Professor and Head, Department of Health, Exercise, and Sport Science

Mei-Qin Chen

B.S., Eastern Illinois University; M.S., Ph.D., University of Illinois

Professor of Mathematics and Computer Science

Leslie Cohn

B.S., University of Pennsylvania; M.S., Ph.D., University of Chicago

Associate Professor of Mathematics and Computer Science

Stephen Daniel Comer

B.S., Ohio State University; M.A., University of California at Berkeley; Ph.D., University of Colorado
Professor of Mathematics and Computer Science

Elizabeth N. Connor

B.A., MLS, State University of New York at Geneseo Assistant Professor of Library Science

Marcus S. Cox

B.S., M.S., Southern University; Ph.D., Northwestern University

Assistant Professor of History

Kevin Douglas Crawford

B.A., Illinois Wesleyan University; Ph.D., Georgia Institute of Technology

Associate Professor of Chemistry

Michael A. Cretacci

B.S., M.S., State University of New York College at Buffalo; Ph.D., University of Albany, State University of New York Assistant Professor of Criminal Justice

Alix G. Darden

B.S., Brooklyn College; Ph.D., University of Texas at Dallas

Associate Professor of Biology

Harry D. Davakos

B.P.E., National Academy of Physical Education, Athens, Greece; M.Ed., University of Cincinnati; D.P.E., Springfield College

Associate Professor of Health, Exercise, and Sport Science

William Jeffrey Davis

B.S., University of Alabama; M.S., Auburn University; Ph.D., Georgia; Institute of Technology; P.E. (Alabama, Georgia)

Associate Professor of Civil and Environmental Engineering

Mark Paul Del Mastro

B.A., Wake Forest University; M.A., Middlebury College; Ph.D., University of Virginia Associate Professor of Modern Languages

William Allen Denig

B.S., M.A., Ph.D., Ohio State University
Associate Professor of Mathematics and Computer
Science

Virginia MacMillan DeRoma

B.S., Louisiana State University; M.A., Ph.D., West Virginia University

Associate Professor of Psychology

Thomas Raymond Dion

B.S., The Citadel; M.S., Clemson University, P.E. and L.S. (South Carolina)

Professor of Civil and Environmental Engineering

Linda Kitchen Elksnin

B.F.A., Syracuse University; M.Ed., Ph.D., University of Virginia
Professor of Education

O. Robert Emory

B.A., Catawba College; M.A., Ph.D., University of North Carolina

Associate Professor of Modern Languages

Dennis John Fallon

B.S., Old Dominion University; M.S.C.E., Ph.D., North Carolina State University; P.E. (South Carolina) Professor of Civil and Environmental Engineering Dean of Engineering and Louis S. LeTellier Chair

Gardel Feurtado

B.A., Hofstra University; M.A., Ph.D., Stanford University Professor and Head, Department of Political Science and Criminal Justice

Alfred J Finch, Jr.

B.S., University of Georgia; Ph.D., University of Alabama Professor of Psychology and Dean of Humanities and Social Sciences

Dennis Martin Forsythe

B.S., Ohio University; M.S., Utah State University; Ph.D., Clemson University Professor of Biology

Sheila D. Foster

B.S. Radford College; M.Ed. Virginia Commonwealth University; Ph.D., Virginia Polytechnic Institute and State University

Associate Professor of Business Administration

Elenor Frances Frame

B.A., Davidson College; M.A., University of North Carolina; Ph.D., University of South Carolina Assistant Professor of English

Margaret Ann Francel

B.A., College of St. Teresa; M.S., Colorado State University; M.S., Ph.D., Emory University; M.S., Ph.D, Georgia Institute of Technology

Professor of Mathematics and Computer Science

Dena P. Garner

B.A., Furman University; M.S., University of South Carolina; Ph.D., Oregon Statue University Assistant Professor of Health, Exercise, and Sport Science

Peter Greim

Ph.D., Freie Universitaet Berlin
Professor of Mathematics and Computer Science

Katherine Haldane Grenier

B.A., University of North Carolina-Greensboro; M.A., Ph.D., University of Virginia Associate Professor of History

Albert Earle Gurganus

B.A., Wake Forest College; A.M., University of Chicago; M.A., Ph.D., University of North Carolina Professor and Head, Department of Modern Languages

Danny J. Gustafson

B.A., Blackburn College, M.S., Illinois State University, Ph.D., Southern Illinois University
Assistant Professor of Biology

David Calvin Reynolds Heisser

B.S., College of Charleston; M.A., Ph.D., University of North Carolina at Chapel Hill; M.S., Columbia University Associate Professor of Library Science

Kenneth T. Henson

B.S., Auburn University; M.Ed., University of Florida; Ed.D., University of Alabama Distinguished Professor of Education

Sean J. Heuston

B.A., California Polytechnic State University; M.A., Stanford University; Ph.D., Vanderbilt University Assistant Professor of English

Stephenie McCoy Hewett

B.A., M.Ed., Clemson University; Ed.D., New Mexico State University

Assistant Professor of Education

Russell Otto Hilleke

B.S., Georgia Institute of Technology; M.S., Ph.D., University of Illinois
Associate Professor of Physics

Steven L. Horner

B.S., M.S., Ph.D., University of Tennessee, Knoxville Associate Professor of Electrical and Computer Engineering

Hughes Bayne Hoyle III

B.S., M.A., Ph.D., University of North Carolina at Chapel Hill

Associate Professor of Mathematics and Computer Science

Spencer Peyton Hurd

B.S., Virginia Polytechnic Institute; M.Ed., Valdosta State College; M.A., Ph.D., University of Georgia Professor of Mathematics and Computer Science

Weiler Reeder Hurren

B.S., Utah State University; M.S., University of South Carolina; Ph.D., Brigham Young University Professor of Physics

James Marvin Hutchisson

B.A., Radford University; M.A., Virginia Polytechnic Institute and State University; Ph.D., University of Delaware

Professor of English

Delbert W. Jarman

B.S., Florida State University; M.S., Ed.D., Indiana University

Associate Professor of Education

Renee Nesbitt Jefferson

B.S., M.L.S., University of South Carolina; M.S., California State University, Long Beach; Ph.D., University of Iowa Associate Professor of Education

Thomas A. Jerse

B.S.E.E., University of New Mexico; M.S.E.E., Stanford University; Ph.D., University of Kentucky Associate Professor of Electrical Engineering

Kristy Young Johnson

B.S., Gardner Webb University; Ph.D., Medical University of South Carolina
Assistant Professor of Biology

William George Johnson

B.A. University of Maryland; M.A., American University; Ph.D., Catholic University
Professor of Psychology

Suzanne Theresa Jones

A.B., Wheaton College; Ph.D., University of Massachusetts Associate Professor of Chemistry

Wesley M. Jones, Jr.

A.A., Brewton Parker College; B.B.A., M.B.A., Georgia Southern University; Ph.D./FIN, Florida Atlantic University

Associate Professor of Business Administration

Branwell Dubose Kapeluck

B.A., College of Charleston; M.A., North Carolina State University at Raleigh; Ph.D., Louisiana State University and A&M College

Assistant Professor of Political Science and Criminal Justice

Alvin W. Katz

B.S., The Citadel; M.S., Georgia Institute of Technology Alvah H. Chapman Chair in Business Administration

Bernard Joseph McLain Kelley, Jr.

B.S., Davidson College; M.S., Ph.D., Emory University Associate Professor of Biology

Thomas Irby Kindel

B.S., M.B.A., Ph.D., University of South Carolina Professor of Business Administration

B. Kym Kirby

B.S., Clemson University; M.A.T. and Ph.D., University of South Carolina

Assistant Professor of Health, Exercise, and Sport Science

Keith Nathaniel Knapp

B.A., State University of New York; M.A., University of California, Berkeley; Ph.D., University of California, Berkeley

Associate Professor of History

Margaret Mates Lally

B.A., M.A., Ph.D., Case Western Reserve University Associate Professor of English

Kerry Scott Lassiter

B.S., Oklahoma City University; M.Ed., University of Central Oklahoma; Ph.D., University of Northern Colo rado

Associate Professor of Psychology

Angie Sinkler Whaley LeClercq

B.A., Duke University; M.L.S., Emory University; J.D., University of Tennessee

Professor of Library Science and Director of Daniel Library

Judy B. Lehr

B.S., Tennessee Technological University; M.S., Clemson University; Ph.D., University of Wisconsin Associate Professor of Education

Philip Wheeler Leon, Colonel, USAR, Retired

B.A., M.A., Wake Forest University; Ed.S., Ph.D., Vanderbilt University

Professor of English

James Stanley Leonard

B.A., M.A., University of Tennessee (Knoxville); Ph.D., Brown University

Professor and Head, Department of English

Julie Ann Lipovsky

B.A., State University of New York at Binghampton; M.S. and Ph.D., University of Florida
Professor of Psychology

Aquila Rudolph Lipscomb

B.A., M.A., San Jose State University; M.S., University of Massachusetts; Ph.D., Medical University of South Carolina

Assistant Professor of Mathematics and Computer Science

Scott C. Lucas

B.A., University of California; Ph.D., Duke University Associate Professor of English

Peter A. Mailloux

B.A., Dartmouth College; Ph.D., University of California, Berkeley

Associate Professor of English

Timothy Darin Matthews

B.A., Furman University; M.A., Ph.D., The University of North Carolina at Greensboro Associate Professor of Psychology

Terry Maynard Mays

B.A., Auburn University; M.A., University of Southern California; Ph.D., University of South Carolina Associate Professor of Political Science

Timothy Wayne Mays

B.S., The University of Memphis; M.S., Ph.D., Virginia Polytechnic Institute and State University; P.E. (South Carolina)

Assistant Professor of Civil and Environmental Engineering

Lyle Vernon McAfee

B.S., Eastern Montana College; Ph.D., Oregon State University

Associate Professor of Chemistry

Mark H. McKinney

B.S., M.S., Ph.D., University of South Carolina Associate Professor of Electrical and Computer

Engineering

J. Alex McMillan III

B.A., University of North Carolina-Chapel Hill; M.B.A., Darden School, University of Virginia Visiting Professor of Business Administration and W. Francis Hipp Chair

Joseph B. McMillan, Colonel (USA)

B.A., The Citadel; M.A., Naval Postgraduate School Professor and Head, Department of Military Science

Isaac Spigner Metts, Jr.

B.S., The Citadel; M.A., Ph.D., Vanderbilt University Professor of Mathematics and Computer Science Associate Provost and Interim Dean of Science and Mathematics

Janette W. Moody

B.S., University of Florida; M.B.A. and Ph.D., University of South Florida
Associate Professor of Business Administration

Dorothy Perrin Moore

B.S., University of Kentucky; M.A., Miami University; Ph.D., University of South Carolina Professor of Business Administration and Distinguished Professor of Entrepreneurship

John Isham Moore, Jr.

B.S., The Citadel; M.S., Georgia Institute of Technology; Ph.D., University of South Carolina Professor and Head, Department of Mathematics and Computer Science

Winfred Bobo Moore, Jr.

B.A., Furman University; M.A., Ph.D., Duke University Professor and Head, Department of History

Laurence Wayne Moreland

A.B., Southern Methodist University; M.A., Duke University

Professor of Political Science

John Alden Murden

B.S.C.E., M.S.C.E., Ph.D., Clemson University
Associate Professor of Civil and Environmental Engi
neering

Richard Kent Murray

B.A., University of South Carolina; M.Ed., The Citadel; Ed.S., The Citadel; Ed.D., South Carolina State University Associate Professor of Education

Joelle Neulander

B.A., Tufts University; M.A., Ph.D., University of Iowa Assistant Professor of History

William Gary Nichols

A.B., M.A., Ph.D., University of Alabama Professor of History

Steve A. Nida

B.A., King College; M.A., Wake Forest University; Ph.D., The Ohio State University Professor and Head, Department of Psychology

Dan Terrell Ouzts

B.A., M.Ed., Ph.D., University of South Carolina Professor

Jean-Marie Paul Pages

B.A., Ph.D., University of Alabama Associate Professor of Mathematics and Computer Science

Johnston William Peeples

B.S., The Citadel; M.S., Ph.D., University of South Carolina Professor and Head, Department of Electrical and Computer Engineering

Keith Plemmons

B.S., The Citadel; M.S., Ph.D., Clemson University; P.E. (South Carolina)

Assistant Professor of Civil and Environmental Engineering

Richard Thaddeus Pokryfka, Captain, USNR

B.A., Duquesne University; M.A., Ph.D., University of Pittsburgh

Professor of Business Administration

P. Michael Politano

B.A., Duke University; M.S., Ph.D., Indiana University Associate Professor of Psychology

Roger Clifton Poole, Brigadier General, AUS, Retired

A.B., The Citadel; M.B.A., Ph.D., University of South Carolina; Postdoctoral Study, London School of Economics

Board of Visitors Distinguished Fellow in Finance; Professor of Business Administration

Jack J. Porter

B.A., Colgate University; M.I.A., Columbia University; M.A., Ph.D., University of California at Berkeley Assistant Professor of Political Science

David Lee Preston

B.A., Mary Washington College; M.A., Ph.D., College of William and Mary
Assistant Professor of History

Tony Neil Redd

B.A., Furman University; M.A., University of Virginia; Ph.D., University of South Carolina

Professor of English

James Aldrich Wyman Rembert

B.A., The Citadel; M.A., University of South Carolina; Ph.D., University of North Carolina; Ph.D., University of Cambridge

Professor of English

Peter John Rembiesa

M.A., Ph.D., Jagellonian University
Professor and Head, Department of Physics

Jack Wright Rhodes

B.A., Randolph Macon College; M.A., Ph.D., University of South Carolina

Professor of English and Director of The Citadel Honors Program

Kathryn Anne Richardson-Jones

B.S., M.Ed., Ed.S., Ed.D., Georgia Southern University Assistant Professor of Education

Kathleen Blain Roberts

B.A., Princeton University; M.Litt. University of St Andrews M.A., Ph.D. University of North Carolina at Chapel Hill Assistant Professor of History

Paul M. Rosenblum

B.A., Beloit College; M.A., Anna Maria College; Ph.D., Boston University

Professor and Head, Department of Biology

George Rudolph

B.S., M.S., Ph.D., Brigham Young University
Assistant Professor of Mathematics and Computer
Science

Carey Rushing

B.S., Mississippi College; M.S., University of Florida; Ph.D., University of South Carolina Associate Professor of Chemistry

Conway F. Saylor

B.A., Colorado College; Ph.D., Virginia Polytechnic Institute and State University Professor of Psychology

William Chanbliss Sharbrough

M.S., M.B.A., Mississippi State University; Ph.D., Louisiana State University

Associate Professor of Business Administration

Stephen Jay Silver

B.S., University of Maryland; M.A., Queens College; Ph.D., University of Maryland

Professor of Business Administration

Susan Annette Simmons

B.A, Mississippi University for Women; M.B.A., Mississippi State University; Ph.D., The University of Mississippi Professor of Business Administration

Kyle Scott Sinisi

B.A., Virginia Military Institute; M.A., Ph.D., Kansas State University

Associate Professor of History

Katya Skow-Obenaus

A.B., Middlebury College; M.A., Ph.D., University of Illinois

Associate Professor of Modern Languages

Jason D. Solinger

B.S., Cornell University; M.A., San Diego State University; Ph.D., Brown University
Assistant Professor of English

Donald Lee Sparks

B.A., George Washington University; M.A., Ph.D., University of London

Professor of Business Administration

Jennifer Lyn Speelman

B.A., B.S., The Pennsylvania State University; M.A., Ph.D., Temple University

Assistant Professor of History

Grant B. Staley

B.A., M.A., Brigham Young University; Ph.D., University of Utah

Associate Professor of Modern Languages

Robert Preston Steed

B.A., University of Alabama; M.A., Ph.D., University of Virginia

Professor of Political Science

Kristin Allison Steele

B.A., College of William and Mary; M.L.S., University of Alabama

Assistant Professor of Library Science

Arnold Bruce Strauch

B.A., University of North Carolina; M.A., Oxford University; J.D., University of North Carolina
Associate Professor of Business Administration

Josephine Hough Templeton

B.S, Mississippi University for Women; M.S., University of Tennessee; Ed.S., Mississippi State University; Ed.D., University of Alabama

Professor of Health, Exercise, and Sport Science

Thomas C. Thompson

B.A., M.A., University of Florida; Ph.D., Florida State

University

Associate Professor of English

Guy David Toubiana

B.A., University of Massachusetts; M.A. and Ph.D., University of Arizona

Associate Professor of Modern Languages

David Anthony Trautman

B.A., Drake University; M.A., Ph.D., University of Missouri-Columbia

Professor of Mathematics and Computer Science

Kathleen S. Turner

A.B., Sweet Briar College; M.A., The Citadel and Univer sity of Charleston; M.L.I.S., University of South Carolina Assistant Professor of Library Science

Wallace Earl Walker

B.S., United States Military Academy; M.S., Ph.D., Massa chusetts Institute of Technology

Professor and Dean of Business Administration and Robert A. Jolley Chair

Joseph D. Wehrman

B.S., Montana State University-Billings; M.S., St. Cloud State University; Ph.D., The University of South Dakota Assistant Professor of Counselor Education

John E. Weinstein

B.A., Rutgers University; M.S., East Carolina University; Ph.D., University of South Carolina
Associate Professor of Biology

Robert Ashlin White

A.B., Davidson College; M.A., University of Georgia; M.Phil., Ph.D., University of Kansas
Professor of English

George Taylor Williams

B.A., Kutztown University of Pennsylvania; M.Ed., Kutztown University of Pennsylvania; Ed.D., University of Cincinnati

Professor of Counselor Education

Gary Lee Wilson

B.S., Oklahoma Baptist University; M.S., Ed.D., University of Tennessee, Knoxville
Associate Professor of Health, Exercise and Sport

Science

Kay Dale Woelfel

B.A., Butler University; M.E., University of Arizona; Ed.D., Northern Illinois University Assistant Professor of Education

Michael Hoi Sing Woo

B.S., University of Dundee, United Kingdom; M.S., Ph.D.,

Clemson University; P.E. (South Carolina)
Associate Professor of Civil and Environmental Engineering

Warren William Woolsey

B.A., M.A., Virginia Polytechnic Institute and State University; Ph.D., George Mason University Associate Professor of Business Administration

Donald Richard Wright

B.A., DePauw University; M.A., Ph.D., Indiana University Mark W. Clark Visiting Professor of History

Muhammad Ishaq Zahid

M.Sc., M.Phil., Islamabad University, Pakistan; Ph.D., University of Pittsburgh Associate Professor of Mathematics and Computer Science

Mary Katherine Zanin

B.S., University of South Carolina; Ph.D., Medical University of South Carolina
Assistant Professor of Biology

John D. Zardus

B.S., M.S., Brigham Young University; Ph.D., Northeastern University

Assistant Professor of Biology

Li Zhang

B.S., Wuhan Jiaotong Keji University; M.S., University of Louisiana at Lafayette; M.S.C., Ph.D., University of Iowa Assistant Professor of Mathematics and Computer Science

Lisa A. Zuraw

A.B., Saint Anselm College; Ph.D., Duke University Associate Professor of Chemistry

Emeriti Faculty

Robert Spencer Adden, Ph.D., *Professor of Business Administration*

Larry Holbrook Addington, *Professor of History*Harold Brice Alexander, *M.A., Associate Professor of English*Wallace Ervin Anderson, Ph.D., D.Sci., *Dean of the College*Thomas Joseph Anessi, Ph.D., *Associate Professor of Civil Engineering*

John Harmon Bailey, M.A., Assistant Professor of Physics
Tod A. Baker, Ph.D., Professor of Political Science
Robert Edward Baldwin, Ph.D., Professor of Biology
Alva Ray Ballentine, Ph.D., Professor of Chemistry
Paul Revere Benson, Jr., Ph.D., Professor of Political Science
James Douglas Blanding, Ed.D., Professor of Education
D. Oliver Bowman, Ph.D., Professor of Psychology
Milton Lee Boykin, Ph.D., Professor of Political Science and
Criminal Justice

John Robert Braun, D.Ed., Associate Professor of Chemistry

Malcolm Michael Brennan, Ph.D., *Professor of English* Chaford Acquilla Brown, M.S., *Associate Professor of Mathematics*

James Cozby Byrd, Jr., Ph.D., Associate Professor of Physics William James Clees, Ed.D., Professor of Education John Stanford Coussons, Ph.D., Professor of History Arthur Nicholas Corontzes, Associate Professor, The Daniel Library

Leslie Harrison Crabtree, Ph.D., Associate Professor of Mathematics and Computer Science

Jerry Wayne Craig, J.D., Associate Professor of Business Administration

Emory Spear Crosby, Jr., Professor of Biology

George Leon Crumley, M.S., Associate Professor of Mathematics and Computer Science

Edward Braxton Davis, III, Ph.D., Professor of Political Science

Michael Desmond Doran, Ph.D., *Professor of Psychology* Louis Dominic Dornetto, Ph.D., *Professor of Electrical and Computer Engineering*

Lawrence John Dunlop, Ph.D., Associate Professor of Electrical and Computer Engineering

Kanat Durgun, Associate Professor of Mathematics and Computer Science

Charles Eugene Durkee, M.Ed., Associate Professor of Chemistry

Melvin Haskell Ezell, Jr., Ed.D., *Professor of Health and Physical Education*

Frank Lynn Feigl, P.E.D., *Professor of Health and Physical Education*

Frank Dieter Frohlich, Ph.D., Associate Professor of Modern Languages

William Lane Harris, Ph.D., *Professor of History*James Milton Hillard, M.L.S., *Professor, The Daniel Library*Woodrow Lee Holbein, M.A., *Associate Professor of English*Hershel Curlee Hudson, Ph.D., *Associate Professor of Sociology and Anthropology*

Stacy Lloyd Hull, M.S., Assistant Professor of Mathematics William Strong Hummers, Jr., Ph.D., Professor of Chemistry Marvin Leslie Infinger, M.A., Associate Professor of Business Administration

David Donovan Johnson, Ph.D., Professor of Modern Languages

Charles Frederick Jumper, Ph.D., *Professor of Chemistry* Charles Denver Kirkland, M.A., *Assistant Professor of Mathematics and Computer Science*

Enoch Lawrence Lee, Jr., Ph.D., *Professor of History* Norman MacLeod, M.A., *Assistant Professor of English* Jimmy Magoulas, *Professor of Education*

Thomas William Mahan, Ph.D., *Professor of Education and Psychology*

John Joseph Mahoney, M.S., Associate Professor of Business Administration

James Parker May, Ph.D., *Professor of Chemistry* Christopher Robinson McRae, Ph.D., *Associate Professor of*

Modern Languages
George Francis Meenaghan Ph D. Dean of the College

George Francis Meenaghan, Ph.D., *Dean of the College* John Charles Mettler, Ph.D., *Professor of Business Administra-*

tion

Jamie Wallace Moore, Ph.D., *Professor of History*Suzanne Ozment, Ph.D., *Professor of English*John Harmann Pieper, III, *M.A., Associate Professor of Modern Languages*

Richard Dwight Porcher, Jr., Ph.D., *Professor of Biology* Zachary Taylor Ralston, Ph.D., *Professor of Modern Languages*

William Peterson Rhett, Jr., Ed.D., Professor of Education
John Allen Riley, Ph.D., Associate Professor of English
Gerald Luther Runey, Ph.D., Professor of Biology
David Sanford Shields, Ph.D., Professor of English
Harrison Stewart Smith, M.E., C.E., Associate Professor of Civil
Engineering

John P. Smyth, Ph.D., Professor of Health & Physical Education

Christopher Bennett Spivey, Ph.D., *Professor of Business Administration*

Douglas Eugene Styles, Ed.D., Associate Professor of Health and Physical Education

Russell Hutcherson Stout, Jr., M.S., Associate Professor of Civil and Environmental Engineering

Russell Emery Thompson, M.A., Associate Professor of Mathematics

Joseph Frederick Tripp, Ph.D., Professor of History
Edward Frederick John Tucker, Ph.D., Professor of English
Lyon Gardiner Tyler, Jr., Professor of History
Frederick Lance Wallace, Ph.D., Professor of Biology
Gordon Alan Wallace, Ph.D., Associate Professor of Education
David Henry White, Jr., Ph.D., Professor of History
James R. Whitney, M.A., Associate Professor of Business
Administration

Joseph Ridley Wilkinson, Ph.D., *Professor of Chemistry* William Robert Williams, Ph.D., *Associate Professor of Education*

Augustus Thomas Wilson, M.S., Associate Professor of Business Administration